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ABSTRACT

This program was designed to introduce high school students to the range of career opportunities available in the health field. Specific objectives were (1) to provide students with health careers information, (2) to allow students to explore career related topics with health professionals, (3) to give students an opportunity to spend at least twelve hours per week working in various clinical settings, and (4) to help students make realistic career decisions. The program consisted of three major elements: course work, guest speakers, and hospital rotations. Thirty-two high school students participated in the program. During the first week of the program, several instruments were used to measure students' basic skills and aptitudes for and attitudes toward health careers. Results of students' posttest on health career information appear to demonstrate that the program helped students appreciate the fact that there are well-paying health related jobs that do not require four or more years of postsecondary education. Also, the program reinforced students' attitudes that jobs do not have to be routine and dull. Students and staff evaluated the program as being extremely worthwhile. Students liked least the classroom portion of the program, and they got the most new information from guest speakers. (CSS)

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FINAL REPORT

PROJECT #78-1452

PLANNING MODEL FOR HEALTH CAREERS AWARENESS: A SUMMER PROGRAM

EXEMPLARY PROJECT IN VOCATIONAL EDUCATION

CONDUCTED UNDER SECTION 132 OF

PUBLIC LAW 94-482

The Project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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SUMMER PROGRAM

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SUBMITTED JULY 18, 1978

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SUMMARY OF REPORT

A. Time Period Covered

The Health Careers Awareness Program received initial funding on May 2, 1977 at which time the planning began. The portion involving student participation began June 13, 1977 and ran through August 12, 1977.

B. Goals and Objectives

The Health Careers Awareness Program was designed to introduce high school students to the range of career opportunities available in the health field. The program addressed health careers in broad terms, placing no special emphasis on Allied Health programs offered by Trident Technical College. The specific objectives were:

1. to provide high school students with information about a wide range of health careers,
2. to allow students to explore various career-related topics with health professionals,
3. to give students an opportunity to spend at least twelve hours per week working in various clinical settings, and
4. to help students make realistic career decisions.

C. Procedures Followed

The program consisted of three major elements: course work, guest speakers and hospital rotations. The lecture portion of the program covered human biology, hospital organization and health careers. Classroom lectures were augmented by discussions with a series of guest speakers and health professionals from the Charleston area.

The core element of the program was a series of one-week rotations through eight different departments in the Veterans Administration Hospital in Charleston. Students spent four mornings per week in administrative, support and patient care rotations.

The first week of the program was used to measure the students' aptitude and proficiency in math, English and reading as well as aptitude and interest in the health field. Pre-tests were also administered during the first and last weeks of the session. Regularly scheduled individual counseling sessions were used to answer students' questions concerning health careers based on test results and performance in the program, as well as to provide assistance in planning the remaining high school years and to allow a higher probability of success in a post-secondary program.

D. Results and Accomplishments

A total of 32 high school students from Berkeley, Dorchester and Charleston Counties were selected for participation in the program. Each student completed eight clinical rotations in the Veterans Administration Hospital. Rotations included work in the following departments: Dentistry, Psychology, Infectious Diseases, Social Services, Medical Clinics, Personnel, the Hospital Library, Histology Lab, Chemistry Lab, Nursing Lab, Hematology Lab, Bacteriology-Micro Lab, Nursing Services, Renal Dialysis, Radiology, Nuclear Medicine, Respiratory Therapy, Pulmonary Function Lab, Gastro-Intestinal Lab, Physical Therapy, Corrective Therapy and Endocrine Lab.

Students also participated in a variety of lectures given by health professionals and persons associated with health-related professions. A total of 22 guest speakers participated.

In addition to the exposure students received to the wide variety of career options in the Allied Health field, Trident Technical College also awarded six hours of college credit for participation in the nine-week program.

It was believed by the Project Director and the teachers that the students who participated in the summer program were closer to making career decisions at the end of the nine-week session than they were upon entering the program.

This belief is supported with data obtained from questionnaires completed by students following completion of the program. Results of this questionnaire are shown in the Evaluation section of the body of this report.

Perhaps the most important result of this program lies in the relationship which developed between participating students and the hospital staff. In most cases, a genuine rapport was noted which helped to encourage the conception of role models for the students as well as widespread enthusiasm for the program among supervisors.

E. Evaluation Summary

(See Evaluation section of the body of this report.)

F. Conclusions and Recommendations

Open ended evaluations were administered during the last week of the program. Because the project staff hand delivered and picked up the hospital employees evaluation forms, there was a 100% return rate (N=49). Also, as the students' forms were completed in the classroom, there was the same rate of return (N=31).

Analysis of both of these instruments together with the pre/post test results, led to the following conclusions about the program:

1. the students liked the classroom portion of the program the least (and got the least out of it),
2. the students got the most new information from the guest speakers, second in order of usefulness were the clinical rotations,
3. the students and the hospital staff desired longer rotations,
4. the students and the hospital staff felt that the Health Careers Awareness Program was extremely worthwhile.

Recommendations:

1. the program should select students who both are interested in health careers and have not been able to gain hospital experience. This will enable more students to learn about health careers,
2. the classroom portion of the program should be revised to deal with

the specific tasks executed with selected health careers,

3. the speaker series should be expanded.

BODY OF REPORT

A. Problem Area

The demand for qualified Allied Health personnel stretches beyond the current ability of the educational community to supply such people. To worsen the dilemma, the Bureau of Labor Statistics projects a sixty-seven per cent (67%) increase in total Allied Health manpower requirements between 1967 and 1980. Such projections, despite the current levels of unemployment, tend to highlight the career opportunities available to young people interested in careers in the health field.

Although a broad range of career opportunities is available in Allied Health, too many high school graduates approach post secondary education with no career goal firmly established; less than half of the applicants to the Allied Health programs offered at Trident Technical College have identified a specific curriculum prior to admissions counseling. In addition, many applicants fail to gain entry into their selected program because of academic deficiencies or improper preparation in high school. The problem of recruitment and retention of minority high school graduates is especially critical. This group often applies either for the one-year aid program, on one hand, or the physician/nurse program on the other--unaware of the range of career opportunities existing between the two extremes. Stated concisely, too many high school graduates, especially minorities, seek entry into the postsecondary health related programs without adequate high school preparation and without having set realistic career goals. The result is an unacceptably high rate of attrition in these programs, and, more important, the development of a sense of failure in young people who are capable of being productive members of the health care team.

B. Goals and Objectives

1. To design an instrument and conduct a survey of the students who participated in the first two cycles of the Health Careers Awareness Program as to their attitudes, career orientation and scholastic performance resulting from their participation in the program;
2. To design an instrument and survey the high school guidance counselors in the trident area in order to measure their knowledge of the program, their interest in the program, and their willingness/ability to follow-up with the students the following academic year;
3. To recruit 36 high school students from the trident area to participate in a third cycle of the program;
4. To conduct the third cycle of the program during the summer of 1977;
5. To measure the short term effects of the program on the participant's attitudes about, and career orientation toward, health careers;
6. To provide test results from objective number five to high school counselors for follow-up; and
7. To develop, for statewide distribution, a model for a Health Careers Awareness Summer Program for High School Students.

C. Descriptions of Project Design, Procedures Followed, etc.

In an effort to find solutions to the problems identified above, Trident Technical College, with the cooperation of the Veterans Administration Hospital, initiated the nine-week Health Careers Awareness Program. As stated above, the program was divided into three elements; course work, guest speakers and hospital rotations.

The staff consisted of a Project Director, two instructors and a counselor.

The Project Director began work on a half-time basis during the development phase of the project. Throughout the first phase, the Project Director recruited students and faculty and made arrangements with the hospital. Two instructors were hired from June through August to conduct classroom instruction and supervise students in the clinical setting. During the summer, the Project Director worked full time, supervising other staff and coordinating rotation in the hospital, as well as scheduling speakers. The counselor conducted pre- and post-testing and assisted in counseling sessions. Examples of pre- and post-tests are given in Appendix A of this report. September was devoted to a review of the project and the development of a model. The Project Director again worked half-time during this phase.

Students were recruited for the program with the assistance of high school guidance counselors as well as through newspaper and radio advertising. Efforts were made to select students representing all sections of the tri-county area as well as minority and male students. All participants were sophomores, juniors and seniors with an interest in a career in the health field. Several suggestions for the selection of students are stated in the Conclusions, Implications and Recommendations section of the body of this report.

During the first week of the program, several instruments to measure basic skills and aptitudes for, and attitudes toward, health careers were administered. The tests used were:

1. Career Planning Profile (CPP)
2. Differential Aptitude Test (DAT)
3. North Carolina Math Test

D. Results and Accomplishments

(See Results and Accomplishments section of Report Summary.)

E. Evaluation

A Counselor's survey was distributed by the Head of Guidance for Charleston County. Only three participants returned the survey. Thus, the objective was not met because there was no follow-up.

In the original proposal, it was stated that a survey of past participants would be taken and evaluated. The evaluation plan was later modified, as stated in a letter written by Project Director Keith Samuels to Gregory G. Morrison of the Office of Vocational Education on August 29, 1977. This modification involved a single questionnaire to be sent to participating students in the 1977 program following their completion of the program. Of the 19 students who were sent questionnaires, 17 responded. A summary of the responses to this questionnaire is included on the following pages.

1. Sex - Male-3 Female - 14

2. Age - 14-1, 16-3, 17-4, 18-7, 21-1

3. Educational Status - 9th-1, 10th-2, 11th-4, 12th-8, College Freshman-2,

4. Is/was your high school program:

College preparatory - 12
Other - 3 no answer - 2

5. What is the highest academic degree you intend to obtain?

	highest planned	highest planned before stopping to work
None.....		
Certificate.....one year		
Associate Degree (A.A. or A.S.)....	3	2
Bachelor's Degree (B.S. or B.A.)...	5	5
Master's Degree (M.A. or M.S.).....	3	
Ph.D.....		
M.D.....physician	1	1
D.D.S....dentist		
Other.....	1	

Not Sure - 1

6. Influence of decision to attend a particular college -

	Very Important	Somewhat Important	Not Important
My family wants me to go.....	6	9	2
My teachers advised me to go.....	3	10	4
The reputation of the program.....	12	5	
The availability of financial aid.....	8	5	4
Low tuition.....	4	7	6
I wanted to live at home.....	1	6	10
My friends advised me to go.....	1	6	10

7. Important factors in your career choice -

	Very Important	Somewhat Important	Not Important
Amount of education required....	14	2	1
Difficulty of required education.	6	10	2
Cost of ed. required.....	8	6	2
Influence of family.....	5	9	4
Prestige of profession.....	6	7	3
Financial rewards.....	5	9	2
Desire to help others.....	17		
Employment opportunities.....	15	2	
Influence of friends.....		12	5

8. Importance of HCA Program in career choice -

I changed my career choice because of HCA..... 1
I have chosen a career because of HCA..... 4
HCA helped me decide on a career I was already considering...10
HCA had no influence on my career choice.....
I am considering a specific career because of HCA..... 6
I am not close to choosing a career..... 1

9. Changed high school curriculum because of HCA -	yes	no	Not in high school since HCA
	2	12	1

10. First career choice -

1. Nursing
2. Nuclear Medicine/Navy
3. Physical Science/MD
4. RN/Medical Secretary
5. Dental Assist./Juvenile Crimes
6. MD/Medical Technology
7. RN/Secretary
8. RN/Cytoltechnologist
9. Pediatrician
10. Dental Assist./Medical Secretary
11. Nursing(B.S.)/Lab Technician
12. Nursing
13. Occupational Therapy/RN
14. Nursing/Music
15. Air Force/Cumputer Programmer
16. Radiologic Technology/Histotechnology
17. RN/PN

11. Looking back on your HCA experience, how can we modify the program so that it can better help high school students make career decisions?

1. - "The classes that we took while attending the HCA program have really helped me both in school and out. I understand more now about people than I did before. What I really wished for last summer was to be able to do more work. Instead of just watching the nurses on the wards, I wanted to be able to work some besides learning what all their jobs entail. I always felt useful when there was something for me to do from taking the ice and water around to taking a patient to x-ray or dentistry. I think that the majority of the people who stayed in the program from the beginning to the end were mature enough and those

coming in will be mature enough to handle extra duties given to them while staying in a particular field for their week. I enjoyed last summer very much and have recommended it to many of my friends who intend to apply for this coming summer's HCA program."

2. - "By letting each student stay in the service that he is instructed in for 2 weeks instead of 1 week. Providing counselors to help the student with different careers that the hospital does not have."

3. - "The program needs no changing at all! Just so it stays in line with desires of the participants in the program. This was done and done well. The instructors would <u>always</u> be open-minded for any reasonable suggestions."

4. - "By letting them experience the different types of jobs. After going through them they would have some kind of idea which job is suitable for them. This program has helped me to realize that many people need the aids of young adults as much as we need them."

5. - "It's a great thing for people that are in high school because it will help them to take the right subject in school. And it will keep them in their career in the health field. And it will also help them and maybe they could help some that might have trouble on their way."

6. - "Try to plan more field trips."

7. - "By sending information to the schools."

8. - "I really don't know of any improvement. The program was just great, I liked it just as it was."

9. - No Comments.

10. - "You could have speeches on a film to carry to <u>all</u> high schools, for students interested in a health program, to let <u>all</u> interested students learn about the program."

11. - "I feel that each person should stay in the particular career field desired for as long as they wish so that they may really find out what life is all about."

12. - "I feel it did its best just the way it was. I not only saw what my career was like, but related ones also."

13. - "I thought the program was just great. However I didn't see why we needed to take all those tests at the beginning of the course. I thought they were unnecessary."

14. - "By finding out what field the student would be interested in, and let him/her work in that particular field."

15. - "1.)Lengthen the observing time
2.) Lengthen the class discussion time
3.) Shorten the lunch period because by the time they have eaten lunch they wouldn't learn too".

16. - "I enjoyed the program very much and I cannot think of any suggestions to modify your program."

17. - "My experience in the HCA program had a tremendous effect on the career I have chosen. It has enabled me to make the right decision about my career. It has really been a wonderful experience for me and I have really enjoyed it."

12. Have you recommended HCA to your friends? Yes 15 No 2

Pre tests and Post tests were administered to participating students. Examples of the pre/post test are shown as Appendix A.

There were 26 useable pairs of pre and post tests. The tests consisted of 20 statements concerning health careers. Students were instructed to select a response for each statement from a Likert scale, ranging from "strongly agree" to "strongly disagree". All the responses were weighted; strongly agree was given a point value of (1), agree received a value of (2), etc.; thus, strongly disagree was valued at (5). Using the weighted responses, a a mean was calculated for each item from both the pre and post tests and compared to determine if signicant differences exist. Significance was set as a differenceof 0.5 between the means of an item on the pre and post tests. In addition, there were 30 true/false questions on the test.

The results of the pre and post tests by percentage of responses to individual questions are listed below:

1. Jobs in medical laboratoroes are almost always held by women.

	SA	A	N	D	SD
Pre test	6%	0%	21%	56%	18%
Post test	4	15	15	33	33

2. High school biology is not very important for a person interested in various dental related careers.

Pre test	6	9	12	29	44
Post test	4	15	4	33	33

3. Physical therapy is not an area in which women are able to do well.

Pre test	3	3	0	47	47
Post test	4	4	4	48	40

4. Men are rarely accepted as dental hygienist.

Pre test	6	15	18	38	23.5
Post test	7	18.5	15	44	15

5.	Health careers that pay more than $7000 require at least a four year college education.				
Pre test	9	23.5	35	26	6
Post test	15	15	26	30	15
6.	Food services offer well paying careers.				
Pre test	0	29	50	18	3
Post test	0	48	29.5	15	7
7.	Men tend to be promoted more rapidly than women in the health field.				
Pre test	9	29	26	26	9
Post test	4	15	26	29.5	26
8.	A person must live near a hospital to work in most health careers.				
Pre test	6	0	6	23.5	65
Post test	0	0	4	26	70
9.	Nursing is a woman's profession.				
Pre test	6	9	12	41	32
Post test	0	4	7	33	55.5
10.	The best jobs in the health professions always go to men.				
Pre test	3	6	6	38	47
Post test	0	0	15	40.8	44
11.	A person has to know about chemistry to do well in a post-high school program to train x-ray technicians.				
Pre test	3	38	26	32	0
Post test	25	25	18.5	33	4
12.	A registered nurse is at the top of the ladder in the nursing field.				
Pre test	15	35	18	21	12
Post test	11	22	11	29.5	25.9

13. The demand for health workers is beginning to decrease.

Pre test	9	15	12	18	47
Post test	7	18.5	11	15	48

14. Physical therapy and respiratory therapy require a working knowledge of physics.

Pre test	12	21	56	21	6
Post test	15	44	18.5	15	7

15. A good background in math is essential for a career in nursing.

Pre test	26	32	26	12	3
Post test	33	40.8	18.5	7	0

16. It is not very useful to take biology in high school is and I want to enter a career in a medical laboratory.

Pre test	9	3	6	53	44
Post test	0	7	0	29.5	62.8

17. Most medical lab workers spend most of their days using a microscope.

Pre test	9	26	29	32	3
Post test	7	29.5	15	25.9	22

18. To work in medical research a person would have to have a PhD or MD.

Pre test	15	23.5	32	23.5	6
Post test	4	22	18.5	44	11

19. Most Allied Health careers requiring less than a four year degree are routine and dull.

Pre test	9	3	21	35	32
Post test	4	11	18.5	44	25.9

20. Dental laboratory technicians do not work under the direct control of a dentist.

Pre test	6	18	32	29	15
Post test	7	25.4	11	48	7

True - False Questions

		Pre-test		Post-test	
		T	F	T	F
1.	An anesthesiologist must be a licensed medical doctor.	62	38	66.6	33
2.	Orthodontics, Endodontics and Periodontics are specialized fields of medical doctors.	79	21	74	22
3.	The job of Dental Assistant requires four years of training after high school.	35	65	33	66
4.	A Cystotechnologist studies a patient's past history in order to assess his previous nutritional status, so that possible correlations can be made between disease and past nutrition.	62	38	44	55.5
5.	Chiropractors are licensed medical doctors.	76	24	44	55.5
6.	Hemotology is the study of body tissues.	41	59	22	74
7.	A B S. degree in occupational therapy requires four years of post high school education and the passing of a national registration examination.	50	50	85	14.8
8.	An Optometrist is a medical doctor who performs surgery on eyes.	85	15	66.6	33
9.	Physical therapy restores movement or function to patients' bodies.	91	9	100	0
10.	An EEG is recorded by a qualified EEG technician in order to assess the functional ability of the heart.	74	26	55.5	40.8
11.	Radiology prepares and reads x-rays.	74	26	66.6	37
12.	A Podiatrist specializes in the treatment of small children.	44	56	22	77.5
13.	The job of Dietary Aide does not require special education and training.	21	76	37	62.8

True - False Questions (Continued)

	Pre-test T	Pre-test F	Post-test T	Post-test F
14. An EKG technician produces an accurate and high quality electro-cardiogram, and interprets the results of that procedure.	76	24	59	33
15. All physicians in this country are required to have completed a Doctorate of Medicine program that is accredited by the American Medical Association; therefore, they do not necessarily have to be licensed by the state in which they practice.	32	65	29.5	70
16. A medical technologist requires four years of post-high school training, and many states require them to be licensed in order to practice.	76	24	85	15
17. A person must have earned a Bachelor's degree from a college to be licensed to practice.	38	62	54	44
18. An audiologist specializes in treatment of those with eye problems.	18	82	25.9	74
19. Each state is responsible for the licensing or registering as health workers in certain occupations or professions.	9	91	81	7.4
20. A clinical psychologist generally administers various tests to indicate a patients' present level of psychological functioning, so that it can be used by the psychiatric team in treatment.	74	26	92.5	7
21. A person must have at least two years of schooling in medical techniques and terminology from an accredited school in order to get a job as a ward clerk.	59	41	51.8	48

True - False Questions (Continued)

	Pre-test T	Pre-test F	Post-test T	Post-test F
22. The psychiatric social worker is allowed to prescribe drugs such as allsurginal in order to help alleviate some of the symptons of a depressed patient.	26	71	25.9	74
23. A psychiatrist deals in problems related to mental and emotional health.	97	3	100	0
24. The Red Cross International Headquarters are located in Miami, Florida.	32	62	0	100
25. The physician's assistant should be able to complete a thorough history and physical exam on patients for the physician, thus enabling the physician to spend more time on actual treatment.	79	21	77.5	18.5
26. An Ophthamologist can specialize in treatment of the eye without a degree of doctor of medicine.	35	65	11	88.5
27. To become a veterinarian, one must attend three years of college work plus four years of veterinary medicine.	50	50	59	40.8
28. Federal money cannot be used to develop programs pertaining to health education in most states.	26	74	37	62.8
29. Medical technologists use the telescope to search out organisms and course in public health nursing.	53	47	25.9	74
30. The public health nurse is a registered nurse who has completed a course in public health nursing.	82	18	92.5	7

The pre test mean of the responses to most of the item suggests that many of the students came to the program rather well informed about health careers. This finding is supported by the fact that approximately one-third of the students had previous experience working in a hospital.

Still, analysis of the tests shows significant changes in the means of 6 of the 20 items. The program appears to have been successful in helping students appreciate that there are well paying health related jobs that do not require four or more years of post-secondary education. Furthermore, the program reinforced the students' attitudes that suggest jobs do not have to be routine and dull. Two items showing significant changes related to sex roles in the health field. After the program, the students disagreed with the statement that "men tend to be promoted more readily;" they also felt very strongly that nursing is not necessarily a woman's profession. There was also a significant improvement in the students' understanding of nursing careers beyond the RN.

One area gave mixed results. There was a significant increase in the students' appreciation of the relationship between high school biology and laboratory careers, but there was little change by the end of the program in their understanding of actual daily tasks performed by the laboratory personnel.

F. Conclusions, Implications and Recommendations

College Coordination --

The program director should begin work by the first of October in order to adequately plan and recruit for a program being offered the following summer. The first segment of the planning should include a meeting of all college staff who will provide support to the program. This meeting, called by the program director, should include representatives from the following departments: finance, public information, graphics, instruction, recruitment and admissions. Prior to the meeting, the program director should prepare a detailed schedule of events necessary to plan and manage the HCA program. The schedule included in this model as Appendix B may be used or modified to meet local requirements. This first planning meeting should be used to brief the support staff on the overall project as well as to solicit comments and suggestions concerning the timetable for planning the project; it should also deal with that part of the budget which will be used for support services. Those attending should leave the meeting with both an understanding of the goals and design of the HCA program and a detailed knowledge of how the departments they represent will be called upon for support.

Selection of Hospital --

The most crucial element in the success of a HCA program is the enthusiastic commitment of the administration and staff of the hospital involved. For this reason, the selection of the clinical partner must be given considerable thought and study, and a decision should be reached by the end of November. In some cases, there is but a single hospital in the community; the question then becomes one of deciding whether or not the HCA program can meet its stated objectives in that facility. In other cases, there are several hospitals in an area and a selection process must be undertaken to determine the best clinical partner for the college in offering the HCA program.

In this case, the Veterans' Administration Hospital at Charleston was chosen as the clinical site for the program; in fact, the administration of that hospital was instrumental in the development of the format of the program. Why was this facility chosen from the five hospitals in the Charleston area? We based our choice on answers to a short series of questions which reflect the objectives of the program and may be applied in any community.

1. Does the hospital have an adequate number of beds and services to provide the necessary variety of learning experiences?
2. Is the administration and staff willing to work with the college to make the program a success?

There is no doubt that it costs a hospital to participate in this type of a program. Staff members are responsible for introducing students to their work areas and will have to assist the program staff in identifying meaningful tasks for the students to perform and observe. In addition, hospital staff will be called upon to answer questions about their work. The administration assists the program staff in identifying service areas through which the students can rotate and will have to demonstrate support of the program.

3. Is the hospital "training oriented?"

We are very fortunate to be working with a training hospital. The V. A. Hospital in Charleston is used by the Veterans' Administration as a training facility for hospital personnel. In addition, the hospital is formally affiliated with the Medical University of South Carolina as a teaching facility for students in many facets of health services. Such an atmosphere can save the program staff a great deal of time and can eliminate the necessity of teaching the staff how to work with students. The patients in such hospitals are also more accustomed to the presence of students and, in many cases, have entered the facility

with the understanding that they will be part of a learning/teaching environment. Also, teaching hospitals are more likely to have classrooms and conference rooms available for use by the program.

Hospitals can be "training oriented" without being formally affiliated with a college or university. One indicator of this is the size and organization of the in-service training program offered by the hospital. An analysis of programs offered over the last six months should provide a reasonable idea of the commitment of a hospital to training. The size and organization of the youth volunteer program may also serve as an indicator of the hospital's philosophy toward training. The youth program of the V. A. Hospital in Charleston records approximately 40,000 hours of service per year.

4. Is the geographical location acceptable?

Most programs of this type will tend to recruit students from a rather large geographical area. Our program is responsible for serving high school students in three counties, an area covering 2,614 square miles with a population of 372,300. Within this area, however, all of the large hospitals are located in or near the city of Charleston. This poses a problem in recruiting students from outlying areas, but we have been able to enroll students who live over thirty miles from the hospital. The location of the hospital will, however, be the deciding factor for some students, especially for those from low socio-economic environments. Since there is often very little choice in clinical site selection, a vigorous recruitment effort in the peripheral areas can overcome the distance problem.

Once the hospitals in the service area are measured against the above questions, there may be a need to evaluate them for their ability to meet local requirements or constraints. The college may already have a working agreement with one hospital or may not use a particular facility because of certain practices or hazards.

Final determination, after asking all the questions, is based primarily on the extent of commitment of the hospital administration. The clinical rotations can be adjusted according to the type of hospital available to the program. In fact, each HCA program will probably differ in the clinical situations even if their clinical partners offer the same services. The differences will be variations on a theme, but will exist because of personnel or policies within certain departments or services. The geographical setting may be less than optimal but should not result in a decision not to offer the program. However, those charged with making the decision to offer a HCA program cannot compromise on the question of the willingness of the hospital administration and staff to make the program work.

"You feel good when you walk down the hall and some patient is yelling your name to come see him because you feel as if you've been of help."

HCA Student

Hiring Teachers --

The teachers who work with the HCA program should possess certain attributes not usually associated with classroom teaching. They should have a strong sense of career awareness; i.e., an understanding of the importance of helping students make realistic career decisions. They should be able to counsel individually with the students and be able to deal with people, since they spend a lot of time supervising the students in the hospital; and, they must be acquainted with the way hospitals operate. The recruiting of diverse individuals poses quite a problem, and the success of this endeavor is almost as critical to the program as is the selection of a clinical site.

Teachers may be selected from within the College faculty. High school teachers, medical students and registered nurses may also be used.

Of course, the amount of planning which can be delegated to the teachers depends on when they are hired. The actual operation of the program only requires that they be employed from June through August, whereas planning requirements, for the first year at least, suggest that they could be utilized on a part-time basis for several months prior to the beginning of the session. This time would be spent preparing course objectives and lesson plans and ordering films and supplies. The easiest way to accomplish this early, part-time hiring would seem to be the use of the existing college faculty by scheduling, and budgeting for, release time during the spring.

Clinical Arrangements --

Although much of the planning for the course work can be delegated to the instructors, the delineation of clinical arrangements is clearly the responsibility of the project director and the hospital staff. As pointed out earlier, the first task of the advisory committee would be to assist the program director in selecting a clinical partner for the HCA program. By January, there should be an informal agreement between the college and some clinical facility to offer the program and the clinical affiliate should be represented on the advisory committee. In addition to this representation, there should be a person from the hospital to serve as a liaison for the clinical aspects of the program. This person may work in the section of the hospital which will sponsor the program internally (e.g., Nursing Education, Personnel, Voluntary Services) or he or she may be on the staff of the hospital director.

Two lines of activity must be pursued during the first six weeks of the year. First, the informal agreement must be translated into a detailed, formal memorandum of agreement cleared by both institutions involved. Every effort should be made at this point to foresee areas where confusion over responsibility

could occur; for example, the V. A. Hospital provides workmen's compensation benefits to volunteers in their facility, whereas other hospitals may not. An example of the agreement between Trident Technical College and the V. A. Hospital at Charleston is shown as Appendix C. The formal agreement must be ready for signing by the middle of February since that event will coincide with, and be part of, the public announcement that the HCA program will be offered the following summer.

Parallel to working out the formal agreement, the program director should brief various members of the hospital staff about the HCA program. Working down the organizational pyramid, presentations could be made at the director's staff meeting, department head meetings and meetings within various service areas, such as the head nurse's meetings. The purpose of these briefings is not only to inform the staff prior to the public announcement, but also to encourage further discussions regarding clinical rotations.

The recurring theme throughout this model is that high school students should be given the opportunity to see and experience a wide range of health related occupations. A student who wants, or thinks that he or she wants, to be a nurse should not only participate in the delivery of nursing care, but should also discover how medical records clerks and medical technologists contribute to patient care and support the "bedside" nurse. Perhaps that student selected nursing based on misinformation or because he/she lacks knowledge of other options. On the other hand, if the HCA experience helps establish an already emerging career goal, that professional can be seen as a part of the health care team. Most high school students are simply interested in a "health career" but lack the diversity of experiences needed to understand the range of opportunities from which to choose.

The large number of possible clinical rotations coupled with the short duration of the HCA program poses a serious dilemma. During the 1977 session of our HCA program, we offered rotations into thirty different job situations in the V. A. Hospital. However, since there were only eight one-week rotations available to any one student, all of the students missed rotations that they would have enjoyed, and, it is fair to say, were assigned to at least one area which they disliked. How can the staff of the program best arrange the clinical experiences to provide the most information within the available time (keeping in mind that the program is not designed to provide the student an in-depth exposure to any one area)?

The success of the program will relate directly to the ability to answer that question - and there is no one right answer. In evaluating our summer session we considered variations to the clinical rotations and outlined four possibilities, each of which, in turn, suggests other options. This phase is so important that each of the four patterns will be described:

(1) The least complicated approach is to schedule one week rotations at random. This is almost the way that we have operated for three sessions, with two exceptions. First, we tried to see that each student rotated through administrative, laboratory, research and patient care services. In nursing services, we varied the areas so that one rotation would be on a surgical ward and the second on a medical or geriatric ward. Next, we polled the students during the first week and arranged for their preferences to be reflected in their rotations.

(2) Closely akin to the method described above is the retention of one-week rotations, basing the assignments on certain cri-

teria. Evaluations by the staff in research revealed that they considered rotations in that area of value only to students who have already had courses in biology and/or chemistry. The staff in the mental hygiene clinic would prefer older students, while social services preferred students who expressed an interest in that service. All the necessary data could be collected from the applications without too much trouble. This is the method which our program will use in the next session.

(3) The criticism has been raised, by both students and hospital staff, that one-week rotations are too short to be meaningful. This reflects, at least in part, a lack of understanding of the central purpose of the program. Students would like to stay in a favorite rotation all summer and the hospital staff would then get a greater return in the work done by the student. A case might be made, however, for two-week rotations selected by the students. This approach reduces the number of rotations by one-half, thus allowing the student to spend time in only four areas. Our program staff considered this compromise as unacceptable and felt that it would be better to work with the hospital staff in an effort to improve the quality of the one-week rotations rather than reduce the number of rotations. Allowing the students to select their rotations would overload certain glamour areas, and, more important, represent a serious deviation from the "range of opportunities" concept.

(4) A truly hybrid pattern would be to schedule two-day rotations for the first four weeks of the program and two-week rotations for the last four weeks of the program. This approach preserves the diversity of exposure while allowing two longer rotations. In another way, this pattern magnifies the problem of meaningful experience (now there are two days instead of four) and compounds the overloading of certain areas for those two-week rotations. The logistical problem aside, this approach would rotate eight different students into one service area within a four week period.

In addition to selecting a pattern for the clinical rotations, the program director must decide upon the time of day that the rotations will occur. Figure One (page 1) shows that we placed our clinical rotations from 9:00 a.m. to Noon, Monday through Thursday. The morning hours were found, through trial and error, to be far more beneficial to the students in practically every service we used. We did not have rotations on Fridays so that we could give the students the afternoon off.

A tremendous amount of time will be required the first year to identify service areas which are willing to provide time and space to the HCA program. Each area must be given personal attention and the supervisor must be fully informed of the program. It may be best to talk with the chief technologist in a service rather than the service chief and allow the technologist to talk first with his or her supervisor on behalf of the program. The chief technologists or area supervisors are important to the program since they control the day-to-day activity in the service areas. Some of the staff will see the HCA

program as an additional problem and will be somewhat reluctant to support it. Others may not understand how their areas can provide experiences for the students. In this case, it may be necessary to suggest the activities and tasks a similar service has provided in another program. Some of the activities our students have participated in are given in Appendix D. This brief selection should serve only as a starting point and can be greatly expanded and shifted as the local situation dictates.

The final step in setting up the clinical rotations is to actually match the students with the available clinical opportunities. Appendix E shows the clinical rotation master sheet we used for our 1977 session. This one-page matrix allowed both a quick review of each student's rotations and showed the utilization of each service area for the entire program. From this master sheet, weekly schedules were prepared for use by the program staff. Also, each service was provided with a list of the students who would rotate through the service each week of the program. Finally, a list of each student's rotations was placed in that student's file. Samples of this data are given as Appendix F. All assignments were reviewed each Monday morning and the appropriate changes noted. It is important that the hospital staff be made aware of absences and changes.

Guest Speakers

The third major strategy employed by the HCA program to introduce students to health careers was the guest speaker series. This part of the program has been a tremendous success with the students in each summer session of our program. The speakers were either health professionals or persons associated with health-related professions, all of them able to address the students with more authority than the teachers. A different type of credibility is established

by the dentist who discusses his/her chosen profession than by a nurse or college teacher who merely talks about the field of dentistry. The person who performs a job each day is able to describe the formal academic requirements of the field; but, more important, that person is also able to interpret the many intangibles, both good and bad, associated with the job. Through this type of interaction the student is able to get a more balanced impression of various occupations - an impression which is reinforced by the classroom and clinical phases of the program.

The series also has the additional and more subtle purpose of providing the students with a sense of how all of the health occupations work together to help the sick. This means scheduling a family practitioner to remind the student that a patient is a sick person, "with the emphasis on the person," and that it is necessary to deal with the "patient as a whole".

Selection of Participants --

The schedule of events appended to this model indicates that at its January meeting the advisory committee will help the program director decide upon a method for selecting participants from the pool of applicants. The implication is that there are several ways to select participants for the program, and that one method is better than the others. This notion is correct on both counts, but the best method may vary from one HCA program to another. Our program has not actually selected participants but, rather, has admitted each applicant who met the minimum requirements of age and interest in health careers.

Recently there has been some discussion as how to best refine our selection process, a popular alternative being the announcement of a quota of participants from each high school in the service area (the quotas may just as easily apply to school districts, etc.). If the quota is not met by a certain date, the empty slots would be made available to any applicant.

The reasoning for this method is that, given a limited number of slots in the program, the guidance counselors and science teachers will recommend their better students to the program. The number of slots would not be the same for each high school but would be determined by such things as size of student body, geographical location and past participation in the program. A negative aspect to this method is that it may very easily become elitist with the quotas tending to eliminate the average student. The HCA program, as presented here, is not a program for gifted students and the greatest success stories have been "average", or even "below average," students. In fact, the program is predicated on a firm conviction that most high school graduates have not made realistic career decisions and that something can be done to help them make better decisions; the best students tend to need this help the least.

There are a number of ways to select students for an HCA Program, each reflecting the bias of those responsible for the program. In many communities it may be important to obtain a certain racial mix or at least an appropriate level of participation by racial minorities. This decision may reflect a desire to help increase the minorities. This decision may reflect a desire to help increase the number of minority health care workers. Since many Allied Health careers have the image of traditionally female occupations, some thought may be given to reserving a certain number of slots for male applicants. Another opinion may hold that the program is of greatest help to students who still have several years of high school ahead of them, years to adequately prepare for a postsecondary program. This bias would work in favor of sophomores and against seniors. The point is that all of the possibilities should be discussed and some philosophy and method, decided upon and clearly defined.

Once this has been accomplished, the method of selection must be transmitted to the community in general and to high school guidance counselors in particular. This decision will greatly influence the recruitment component of the program and must, therefore, be decided in January.

Not only must the selection of students be addressed but also when to accept students must be decided. Students may be accepted chronologically, by date of application, or all qualified applicants may be collected and, on a given date, the participants selected from that pool. The latter procedure, although used by most medical and dental schools and later by many Allied Health programs, is open to the same elitist argument raised earlier. It would seem that adequate criteria should be established for admission and applicants would then be measured against those criteria as long as space is available in the program. In any case, the how, why and when of selection must be clearly delineated and communicated and a class selected. The actual admission may be done by the program director or may be a group action accomplished by part, or all, of the advisory committee.

The Admission Process --

The mechanics of the admission process are very straightforward and can be incorporated into clerical tasks once all of the form letters are available. A flow chart outlining the admission procedure, Figure Two, reveals a logical sequence of steps designed to collect pertinent data from each applicant, render a disposition of his/her request, and supply him/her with appropriate details about the program. For clarity, the flow chart can be summarized as follows:

1. Upon receiving an inquiry into the program, package #1 is mailed to the prospective participant. This package

contains a form letter building interest in the program and an application to the program. Also included are two personal reference forms which are to be returned by those applying for admission. The application is not complete until all information is supplied and both references have been submitted. Incomplete forms are returned to the applicant with a standardized letter describing the deficiency.

2. The completed application is studied and the person is either accepted or rejected. If rejected, an appropriate letter is sent and the file closed. If accepted, the student is mailed a letter of congratulations and a second package of forms to complete. This set of forms could include college applications, any forms required by the hospital, parking permit applications, etc. A note may also be included instructing all students to have a Social Security number prior to entry into the program. Finally, this mailing would include, in the admission letter, a request for the uniform rental fee, with the warning that the fee is non-refundable after a certain date. A submission of non-refundable fees is a good check on the intent of the student to attend the program.
3. Once all of the forms from package #2 are completed and returned, a third letter is sent transmitting the receipt for the uniform fee and advising the student that information concerning orientation will be mailed several weeks prior to the beginning of the HCA summer program.

4. During the last week in May, a final letter is sent to each participant. This letter outlines the plans being made and announces the time and place of the orientation.

This procedure serves several purposes other than the obvious one of admitting the student to the program. For example, the series of letters keeps the program in the forefront of the student's mind, hopefully building enthusiasm. Also, some of the information collected during the process will alleviate a few of the problems which will inevitably appear during the first week of the program (e.g., parking tickets, Social Security numbers, uniform fittings). The more details that can be handled prior to the start of the session, the easier the first week will be.

"It has enabled me to work with many students from different areas of the tri-county community."

HCA Student

APPENDICES

HEALTH CAREERS AWARENESS
WEEKLY SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-9:00					
9:00-10:00					CLASS
10:00-11:00		CLINICAL ROTATIONS			SPEAKER
11:00-12:00					CLINICAL EVALUATION
12:00-1:00	LUNCH				INDIVIDUAL COUNSELING
1:00-2:00	SPEAKER	CLASS	SPEAKER	CLASS	
2:00-3:00	CLASS	↓	CLASS	↓	

Figure 1. Weekly Schedule

APPENDIX A
HEALTH CAREERS AWARENESS PROGRAM
TRIDENT TECHNICAL COLLEGE
PRE/POST TEST

Name_____ Sex_____ Age_____ Race_____

High_____ Last Year Completed_____

Previous experience in hospital setting _____

Please circle your answer for each item. Answer all fifty items, using the following key to determine your response to 1-20. If you have a question, ask your teacher for help.

KEY - SA - if you strongly agree with the statement
A - if you agree with the statement
N - if you neither agree nor disagree
D - if you disagree with the statement
SD - if you strongly disagree with the statement

1.	Jobs in medical laboratories are almost always held by women .	SA A N D SD
2.	High school biology is not very important for a person interested in the various dental related careers.	SA A N D SD
3.	Physical therapy is not an area in which women are able to do well.	SA A N D SD
4.	Men are rarely accepted as dental hygenists.	SA A N D SD
5.	Health careers that pay more than around $7000 require at least a four-year college education.	SA A N D SD
6.	Food services offers well paying careers.	SA A N D SD
7.	Men tend to be promoted more rapidly than women in the health field.	SA A N D SD
8.	A person must live near a hospital to work in most health careers.	SA A N D SD
9.	Nursing is a woman's profession.	SA A N D SD
10.	The best jobs in the health professions always go to men.	SA A N D SD
11.	A person has to know about chemistry to do well in a post-high school program to train x-ray technicans.	SA A N D SD
12.	A registered nurse is at the top of the ladder in the nursing field.	SA A N D SD
13.	The demand for health workers is beginning to decrease.	SA A N D SD
14.	Physical therapy and respiratory therapy require a working knowledge of physics.	SA A N D SD
15.	A good background in math is essential for a career in nursing.	SA A N D SD
16.	It is not very useful to take biology in high school if I want to enter a career in medical laboratory.	SA A N D SD
17.	Most medical lab workers spend their day using a microscope.	SA A N D SD
18.	Most allied health careers requiring less than a four year degree are routine and dull.	SA A N D SD
19.	To work in medical research a person would have to have a Ph.D. or M.D.	SA A N D SD
20.	Dental laboratory technicians do not work under the direct control of a dentist.	SA A N D SD

TRUE - FALSE

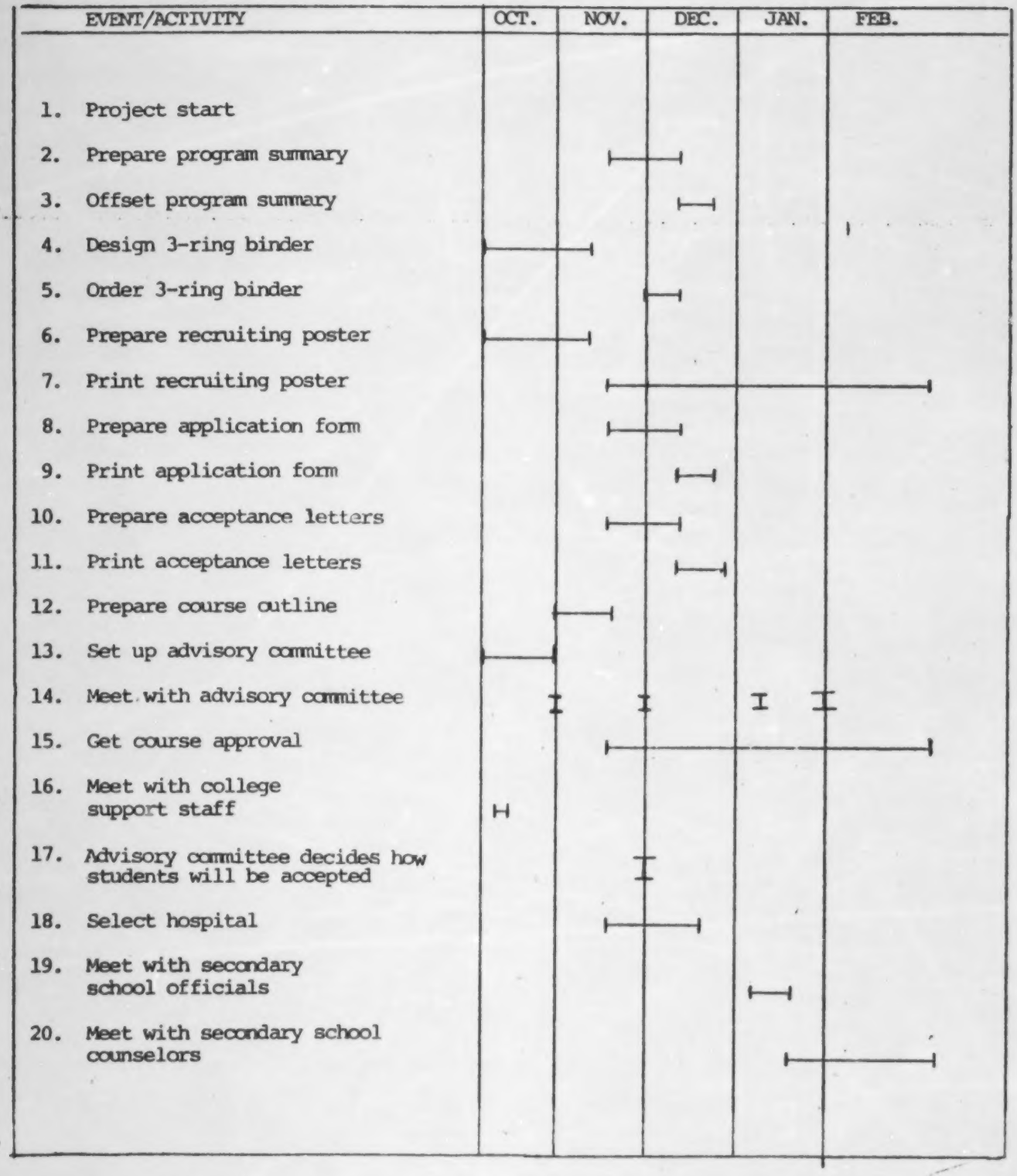
1. An anesthesiologist must be a licensed medical doctor. T F
2. Orthodontics, Endodontics and Periodontics are specialized fields of medical doctors. T F
3. The job of Dental Assistant requires 4 years of training after high school T F
4. A cytotechnologyist studies a patient's past history in order to assess his previous nutritional status, so that possible correlations can be made between disease and past nutrition. T F
5. Chiropractors are licensed medical doctors. T F
6. Hematology is the study of body tissues. T F
7. A Bachelor of Science degree in occupational therapy requires 4 years of past high school education and the passing of a national registration examination. T F
8. An Optometrist is a medical doctor who examines and performs surgery on eyes. T F
9. Physical therapy restores movement or function to patients' bodies. T F
10. An EEG, electroencephalogram, is recorded by a qualified EEG technician in order to help to assess the functional ability of the heart. T F
11. Radiology techlogists prepare and read x-rays. T F
12. A podiatrist specializes in the treatment of small children. T F
13. The job of Dietary Aide does not require special education or training. T F
14. An EKG, electrocardiagraph, technician produces an accurate and high quality electrocardiogram, and interprets the results of that procedure. T F
15. All physicians in this country are required to have completed a Doctorate of Medicine program that is accredited by the American Medical Association, therefore they do not necessarily have to be licensed by the state in which they practice. T F
16. A medical techologist requires 4 years of post-high school training, and many states require them to be licensed in order to practice. T F
17. A person must have earned a Bachelor's degree from a college in order to be qualified for a job as a Dietetic technician. T F
18. An audiologist specializes in treatment for those with eye problems. T F
19. Each state is responsible for the licensing or registering health workers in certain occupations or professions. T F
20. A clinical psychologist generally administers various tests to indicate a patient's present level of psychological functioning, so that it can be used by the psychiatric team in treatment. T F
21. A person must have at least 2 years of schooling in medical techniques and terminology from an accredited school in order to get a job as a ward clerk. T F
22. A psychiatric social worker is allowed to prescribe drugs such as allopurinol in order to help alleviate some of the symptoms of a depressed patient. T F

23. A psychiatrist deals in problems related to mental and emotional health. T F
24. The Red Cross International headquarters are located in Miami, Florida. T F
25. The physicians assistant should be able to complete a thorough history and physical exam on patients for the physician, thus enabling the physician to spend more time on actual treatment. T F
26. An ophthamologist can specialize in treatment of the eye without a degree of doctor of medicine. T F
27. To become a veterinarian one must attend three years of college work plus four years of veterinary medicine. T F
28. Federal money cannot be used to develop programs pertaining to health education in most states. T F
29. Medical technologists use the telescope to search out organisms and changes in cells. T F
30. The public health nurse is a registered nurse who has completed a course in public health nursing. T F

AUGUST 1977

APPENDIX B

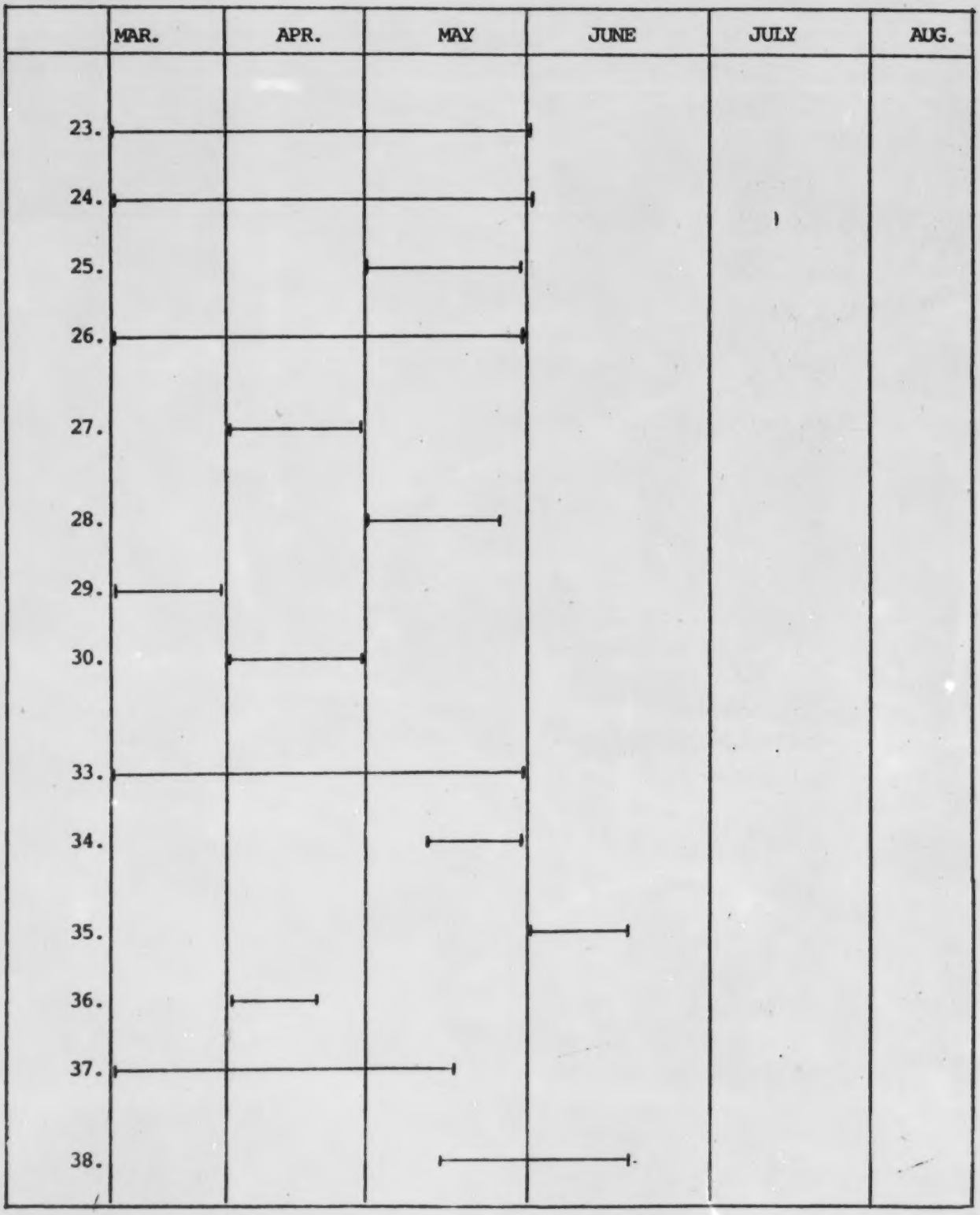
SCHEDULE OF EVENTS/ACTIVITIES


EVENT/ACTIVITY
OCT.
NOV.
DEC.
JAN.
FEB.
1. Project start
2. Prepare program summary
3. Offset program summary
4. Design 3-ring binder
5. Order 3-ring binder
6. Prepare recruiting poster
7. Print recruiting poster
8. Prepare application form
9. Print application form
10. Prepare acceptance letters
11. Print acceptance letters
12. Prepare course outline
13. Set up advisory committee
14. Meet with advisory committee
15. Get course approval
16. Meet with college support staff
17. Advisory committee decides how students will be accepted
18. Select hospital
19. Meet with secondary school officials
20. Meet with secondary school counselors

MAR	APR.	MAY	JUNE	JULY	AUGUST

14.

EVENT/ACTIVITY	OCT.	NOV.	DEC.	JAN.	FEB.
21. Press release					I
22. Schedule briefings at faculty/staff meetings			———	———	
23. Talk to high school students					———
24. Articles in high school papers					———
25. Articles in local papers					———
26. Accept students					———
27. Design orientation brochure					
28. Print orientation brochure					
29. Design certificates					
30. Print certificates					
31. Negotiate contract with hospital				———	———
32. Brief hospital staff				———	———
33. Identify clinical rotations					
34. Work out detailed weekly schedule					
35. Set up individual rotations					
36. Schedule classroom					
37. Recruit instructors					
38. Develop lesson plans					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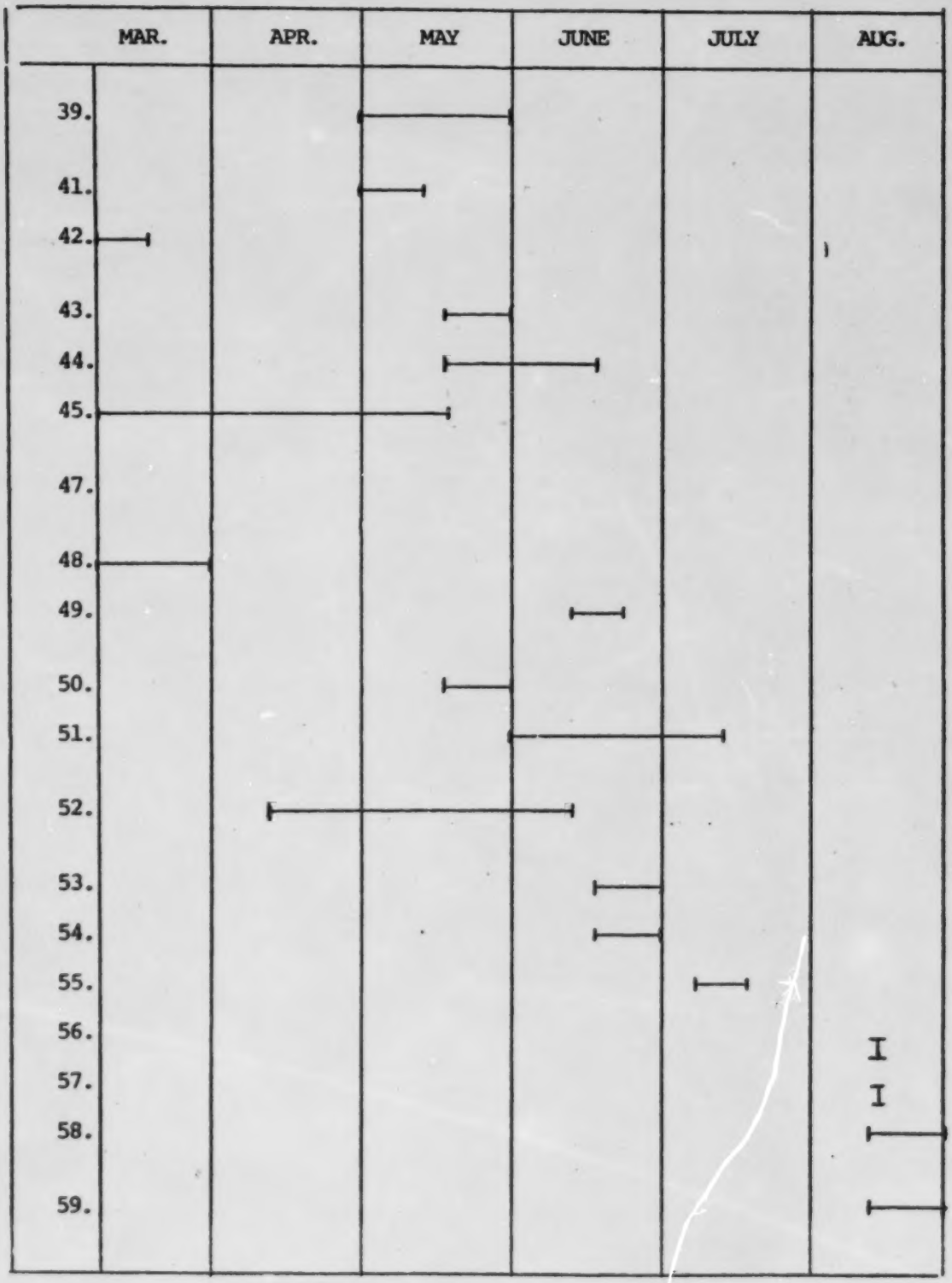
EVENT/ACTIVITY	OCT.	NOV.	DEC.	JAN.	FEB.
39. Schedule speakers					
40. Design uniform & logo				⊢	⊢
41. Order uniforms & logo				⊢	
42. Order textbooks					
43. Notify students of orientation					
44. Organize orientation					
45. Collect career info.					⊢
46. Schedule films					⊢
47. Start program					
48. Arrange pre-testing					
49. Administer pre-tests					
50. Design luncheon invitations					
51. Print invitations					
52. Find speaker for luncheon					
53. Reserve facility for luncheon					
54. Plan luncheon program					
55. Send invitations					
56. Luncheon					
57. Program finish					
58. Send thank you notes					
59. Send student folders to high schools					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APPENDIX C

MEMORANDUM OF UNDERSTANDING

BETWEEN

TRIDENT TECHNICAL COLLEGE

AND

VETERANS ADMINISTRATION HOSPITAL, CHARLESTON, S. C.

It is mutually agreed by Trident Technical College and the Veterans Hospital, Charleston, S. C., that practical experience for students in the Health Careers Awareness Program will be provided at the Veterans Administration Hospital.

The faculty of the School will assume responsibility for the selection and assignment of students to the learning experiences. There will be close planning between the hospital and the School faculty members prior to the learning experiences and continuous with it, including scheduling and work assignments. While in the hospital, students will conduct themselves in accordance with the rules and regulations of the VA.

The hospital will retain full responsibility for the care of patients and will maintain administrative and professional supervision of students insofar as their presence affects the operation of the hospital and/or the direct or indirect care of patients.

Students will receive a thorough orientation to the hospital setting; and faculty members and hospital staff supervisors will evaluate the students' performance by mutual consultation and according to the guidelines outlined in the curriculum published by the School.

The criteria contained in M-3, Part II, will apply in carrying out the provisions of this agreement.

The School does not and will not discriminate against any employee or applicant for employment or registration in the course of study because of race, color, creed, sex, or national origin.

This Memorandum of Understanding will remain in effect for the duration of the program which will begin on June 6, 1977 and terminate on August 12, 1977.

Date Signed: 5/19/77

for Mary A. Jolley
RICHARD L. WALDROUP, JR.
President, Trident Technical College

Date Signed: 5/18/77

Robert D. Simp
J. FRED HOEFER, JR.
Hospital Director
Veterans Administration Hospital

APPENDIX D

INFORMAL LISTING OF SOME OF THE CLINICAL ACTIVITIES OF STUDENTS.

Dentistry

1) Observed crown and bridge work
2) Observed drilling and filling of teeth
3) Observed and assisted in oral surgery
   a) suctioning
   b) cutting ends of stitches after surgeon ties them off
4) Sterilization of instruments
5) Observed the taking of x-rays
6) Work in dental darkroom developing x-rays
7) Observed dental hygienist cleaning teeth
8) Doing some dental assisting with the dentists' guidance
9) Observed taking impressions of jaws

Dental Lab

1) Students poured study models
2) Mixed the stone for the models
3) Invested the stone
4) Boiled out the flasks
5) Observed dental technicians
   a) making false teeth
   b) making crowns and bridges
   c) building and painting of eye prosthetic devices
   d) learned to use an articulator for lab work

Psychology

1) Sat in on group therapy
   a) Assertiveness training
   b) Relaxation training
   c) Alcoholic rehabilitation
2) Observed the research lab
3) Saw biofeedback therapy in the control of migraine headaches
4) Saw a series of programmed psychiatric learning video tapes
5) Helped with routine clerical work

Medical Administration

1) Filing of records
2) Compiled medical and administrative sets of forms
3) Ran off administrative forms for each admission in the addressograph section
4) Putting correct medical set in the chart and taking the chart to the wards

Medical Records (Clerks)

1) Oriented concerning ward administration and all phases of the MRC department
2) Did routine clerical work
3) Compiled patients records
4) Listened to record transcriptions

Infectious Diseases

1) Routine microbiological plate work
2) Making media
3) Pouring blanks
4) Observed concentrating of proteins
5) Observed rabbit culturing and checking for infection
6) Observed experiments with Hela Cells
7) Observed milking of rabbits
8) Steaking of culture plates

Social Service

1) Attended ward briefings between attending residents, head nurse and social worker
2) Went to meeting and conferences between social workers and various service chiefs (ex. Psychiatry)
3) Attended patient interviews by social worker
4) Helped assemble paperwork
5) Traveled with the social worker on her daily schedule
6) Helped in office operations with the secretary
7) Were introduced to the purpose of Social Service by reading materials and tapes

Medical Clinics

1) Clerical work

   a) typing

   b) organizing paper work

   c) checking over files and records to see if they are billed out

2) Taking patients records back to the wards etc.

3) Taking patients back to the wards

Personnel

1) Typing of forms

2) Filing of records

3) Putting together memos to all departments

4) Routine clerical work

Library

1) Placed reading materials in waiting areas

2) Loaded and took the patients' book and magazine cart to the wards

3) Shelved and straightened out books

4) Learned about the classification system of a medical library

5) Introduced to some of the medical research librarians do for the medical staff

Histology Lab

1) Learned what histology is

2) Learned where specimens come from

3) Observed the processing of histological specimens

   a) fixing

   b) embedding

   c) cutting in a microtome 54

d) staining

4) Also observed frozen staining techniques for biopsies during surgery

Chemistry Lab

1) Observed various blood work done

a) on auto-analyzer

2) Observed serum separations

3) Observed measuring by pipette

4) Observed various standard laboratory procedures

Hematology Lab

1) Applied tourniquets and locating median cubital vein

2) Observed techniques and the measuring of blood clotting times

3) Read a pamphlet on the purpose of blood work

4) Basic labeling of test tubes

Bacteriology-Micro Lab

1) Learned to do innoculations on media

2) Observed the 3 stages

a) initial processing of innoculating the culture

b) observation of the colonies on the plates at 24 hours

c) setting up of the chemicals to identify the organism and its sensitivity at 48 hours

3) Observed the procedures for writing up lab slips

4) Some read gram stains

5) Observed blood subculture transfers

6) Observed the morphalogy and identification of mycology and anaerobic bacteriology

Nursing Services

1) Taking of blood pressure and temperature if the supervisor felt they were capable
2) Passing out ice water and running errands
3) Taking patients to different services
4) Helping patients eat
5) Helping to comb and shave disabled patients
6) Writing letters for patients
7) Organized various forms in the nurses station
8) Answering telephone in the nurses station
9) Followed R.N.'s around when setting up medicine trays and administering them to the patients
10) Saw how to administer shots in various locations of the body
11) Observed the setting up of I.V.'s
12) Followed LPN's around on the ward
13) Helped nurse's aides with their work such as making beds and cleaning patients
14) Helped in re-positioning patients who can't do so themselves

Renal Dialysis

1) Check vital signs
2) Take blood pressure
3) Got supplies from stockroom and restocked the cabinets
4) Assisted with patient care

5) Went on rounds in the unit

6) Helped with the dialysis of patients

   a) handed instruments to nurses and technicians

   b) closing off tubes via hemostats when taking patients off dialysis, etc.

Radiology

1) Worked in the darkroom developing x-rays and placing new ones in their container

2) Filed and pulled films for the clinics

3) Took patients back to their wards if unable to do so themselves

4) Assisted technologists in the x-ray rooms

5) Learned about the anatomy represented in the x-rays; barium flows, angiograms and pyelograms

6) Observed the running of the equipment at the control panels

7) Were shown some basic abnormalities in the x-rays

Nuclear Medicine

1) Developed films

2) Assisted with patients

3) Observed the various procedures

4) Learned what isotopes were used for the different procedures

5) Were shown abnormalities present in the films

6) Observed the setting up of the machinery

7) Learned a little about the theory behind the bodies absorption of isotopes

Respiratory Therapy

1) Picked up and tore down respiratory equipment set-ups
2) Observed and tried chest percussion for fluid location
3) Observed monitoring of continuous ventilation patients in Surgical Intensive Care Unit
4) Observed maydays from a distance when they occurred
5) Went on rounds with the respiratory therapy technician
6) Observed simple O_2 therapy via nasal cannula
7) Saw the administering of IPPB treatments
8) Saw ultrasonic nebulization for sputum collection
9) Learned routine sterilization techniques

Pulmonary Function Lab

1) Observed and learned about blood gas analysis
2) Saw pulmonary testing on a spirometer and body plethesmograph
3) Learned the meaning of various terms such as functional residual volume, tidal volume, total lung capacity, etc.
4) Saw computation of these values by the computer from the tracing on the spirometer
5) Observed bronchoscopies when and if they were available

Gastro-Intestinal Lab

1) Learned about electrophoresis
2) Processing of Electron-microscopic films in darkroom
3) Did some homogenizing of tissue

Physical Therapy

1) Walked and exercised patients
2) Helped patients working out with weights
3) Placed hot packs on patients
4) Observed P.T. helping bilateral amputees walk and climb stairs with prosthetic devices
5) Learned different types of crutch walking and how to show them to others
6) Learned about range of motion exercises
7) Observed P.T. working with and putting prosthetic legs on patients

Corrective Therapy

1) Helped patients with exercise pulleys and other stretching exercises
2) Learned the differences between corrective therapy and physical therapy and their overall relationship in rehabilatory medicine
3) Learned lifting techniques in moving patients
4) Learned about range of motion exercises
5) Learned the different types of crutch walking
6) Learned about different gaits
7) Read pamphlets about exercising patients
8) Learned sterile techniques

4) Sterilization and autoclaving of equipment

5) Observed fractionating column and assaying of protein

6) Learned about culturing ameobi and observing them in the electron microscope

7) Observed how to section tissues in the microtome

8) Learned how to make media

9) Prepared equipment for experiments

Endocrine Lab

1) Centrifusing blood

2) Calculating averages of results

3) Made up reagents

4) Sterilized equipment

5) Learned techniques and importance of record keeping

6) Observed the use of the agrogometer in measuring platelet aggregation

7) Saw platelet columnating

8) Saw operation of the Beckman Glucose Analyzer

9) Learned about the auto-analyzer for blood testing

10) Learned basics about diabetes

a) insulin

b) glucose tolerance test

HCA Assignments
July 11 thru July 14, 1977

Area	Student
Clinics	John Murray
Corrective Therapy	Easter Richardson
Dental	Gwendolyn Brishbon
"	Karen Widner
Personnel	Carla Hunter
Laboratory	Tammy Jackson
"	Darlene Middleton
Library	LaVerne Reid
Medical Admin. (MRL)	Juanita Joiner
" " (Clerks)	Rosalie Bryant
Nuclear Medicine	Frederick Lamar
Nursing (Ward) 2A	Helisa Belton
" " 3AN	Faye Thomas
" " 3AS	Donette McBeth
" " 3BN	
" " 3BS	Jennifer Mackinem
" " 4AN	Teresa Blackburn
" " 4AS	Josephine Wigfall
" " 4BN	Karen Lipscomb
" " 4BS	Zonya Duncan
" " 5AN	Zeperia DeBarr
Occupational Therapy	Gloria DeSussure
Physical Therapy	Sheila King
Psychology(Mental Hyg.)	Alan Freeman
Pulmonary Function Lab.	Martha Sanders
Radiology	Betty Chisolm
"	Terry Orvin
Renal Dialysis	Linda Taylor
Research (Endocrine)	Cortancie Gibbs
" (G. I. Lab.)	Charles Saunders
" (Infect. Dis.)	Barbara Simpson
Respiratory Therapy	Elaine Barker
Social Work	Sheryl Jenkins
" "	Sue Hodge

APPENDIX E
MASTER CLINICAL
ASSIGNMENT SHEET

4BN	4BS	5AN	Occupational Therapy	Physical Therapy	Psychology (Mental) Hygiene	Pulmonary Function Lab.	Radiology #1	Radiology #2	Renal Dialysis	Research G. I. Lab.	Endocrine Lab.	Infect. Dis. Lab.	Respiratory Therapy	Social Work #1	Social Work #2	Medical Administration (MRL)	Medical Administration (Clerks)	Medical Media Production	Escort/PAD
	6-20			8-8	7-4	6-20		7-18			7-25	7-25	7-11	8-1					
		8-1	8-8				6-27					7-4	8-8		6-27				
										6-27						7-18			
			7-25					8-1				8-8		6-20			7-11		
		8-8		7-25			7-11				6-27				8-1		7-18		
6-20		7-11											7-4		8-8				
	7-11		7-4						7-18			6-20			7-25				
	6-27				7-11		8-1		7-4		8-8		7-25		6-20				
			8-1	6-27		7-4					7-11								
					6-27				7-25	6-20									
	8-8	7-25			8-1		6-20									7-4			
				6-20									6-27	7-11					
	7-18	6-27				7-25										7-11			
7-4				7-11				6-27			7-18						6-20		
	7-4				6-20	8-8			8-1	7-25				7-18				6-27	
7-11				8-1	7-18					7-4				6-27		7-25			
							7-18								7-4				
	7-25			7-4		8-1				7-18									
		6-20				7-18			8-8				8-1			6-27			
								8-8				7-18	6-20						
					8-8	6-27		7-11				8-1							
7-18							7-25									6-20	8-1		
6-27		7-18					7-4		6-20	8-1				8-8					
						7-11		7-4			8-1		7-18	7-25					
										7-11				7-4		8-1			
				7-18					7-11			6-27							
8-8			6-27					7-25			7-4				7-11				
8-1			6-20		7-25					8-8							6-27		
7-25									6-27			7-11				8-8			
	8-1		7-18				8-8										7-25		
											6-20				7-18		7-4		
			7-11														8-8		6-20

1977 Health Career Awareness Program
Student Participants

	Clinics	Corrective Therapy	Dental	Laboratory #1	Laboratory #2	Library	Nuclear Medicine	Nursing (Wards) 2A	3AN	3AS	3BN	3BS	4AN	4AS
Elaine Barker								7-18					6-27	
Helisa Belton		7-4						7-11	8-1					
Teresa Blackburn					7-25	7-18						6-20	7-11	
Gwendolyn Brishbon		8-8	7-11	7-25			6-20		7-4					8-1
Rosalie Bryant	7-4								7-18					6-27
Betty Chisolm	6-20									7-4				
Zeporia DeBarr		7-18	7-25			8-1								
Zonya Duncan	8-8			8-1						6-27				
William "Alan" Freeman												7-18		
Cortancie Gibbs	7-25			6-20						7-18			8-8	
Carla Hunter	7-18			7-11	8-1				8-8				7-4	
Tammy Jackson				7-11			7-18				6-27			
Sheryl Jenkins				8-8	7-4	7-25				8-1			7-18	
Edna "Juanita" Joiner			8-1		8-8		7-4				6-20			
Sheila King				8-1						8-8				7-25
Frederick Lomar							7-11							
Karen Lipscomb				8-8						6-20				
Donette McBeth		8-1		8-8		6-27		7-25		7-11			6-20	
Jennifer Mackinem			8-8		6-27	6-20						7-11		
Darlene Middleton			7-25		7-11							7-4		
John Murray	7-11		6-27	8-1						7-25	7-4			
Terry Orvin			6-20		7-18			7-4					7-25	
LaVerne Reid	6-27		7-4			7-11		8-8						
Easter Richardson		7-11		7-25										
Martha Sanders					6-20							6-27		8-8
Charles Saunders		7-25	8-8				6-27		6-20					7-18
Linda Taylor		6-20	8-1				8-8		7-25					7-4
Sue Hodge			7-18									8-1		6-20
Faye Thomas			7-4	7-18					7-11					
Karen Wade			7-18	7-4			8-1	6-20						
Karen Widner			7-11	6-20	7-4			6-27						
Josephine Wigfall	8-1	6-27				8-8						7-25		7-1
Barbara Simpson				7-18	6-27	7-4	7-25	8-1						

Week (Rotations)
1. 6-20
2. 6-27
3. 7-4
4. 7-11
5. 7-18
6. 7-25
7. 8-1
8. 8-8

VETERANS ADMINISTRATION
HOSPITAL
109 BEE STREET
CHARLESTON, S.C. 29403

IN REPLY
REFER TO:

APPENDIX F

CLINICAL ASSIGNMENTS

(EXAMPLES)

BARKER, ELAINE

1. Pulmonary function lab
2. 4AN (Nsing.)
3. Mental Hygiene
4. Respiratory therapy
5. 2A (Nsing.)
6. Infectious disease (res. lab.)
7. Social work
8. Physical therapy

BELTON, HELISA

1. 4BS (Nsing.)
2. Social work
3. Corrective therapy
4. 2A (Nsing.)
5. Radiology
6. Endocrinology (res. lab.)
7. 3AN (Nusing.)
8. Respiratory therapy

BLACKBURN, TERESA

1. 3BS (Nsing.)
2. Radiology
3. Infectious disease (res. lab.)
4. 4AN (Nsing.)
5. Medical library
6. Medical laboratory
7. 5AN (Nsing.)
8. Occupational therapy

BRISHBON, GWENDOLYN

1. Nuclear medicine
2. G.I. laboratory (research)
3. 3AN (Nsing.)
4. Dental service
5. Medical administration
6. Medical laboratory
7. 4BS (Nsing.)
8. Corrective therapy

BRYANT, ROSALIE

1. Social work
2. 4AS (Nsing.)
3. Medical clinics
4. Medical administration
5. 3AN (Nsing.)
6. Occupational therapy
7. Radiology
8. Infectious disease (res. lab.)

CHISOLM, BETTY

1. Medical clinics
2. Endocrinology (res. lab.)
3. 3AS (Nsing.)
4. Radiology
5. Medical administration
6. Physical therapy
7. Social work
8. 5AN (Nsing.)

"To care for him who shall have borne the battle, and for his widow, and his orphan." – ABRAHAM LINCOLN

VETERANS ADMINISTRATION
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CHARLESTON, S.C. 29403

IN REPLY
REFER TO:

DeBARR, ZEPORIA

1. 4BN (Nsing.)
2. Central supply
3. Respiratory therapy
4. 5AN (Nsing.)
5. Corrective therapy
6. Dental services
7. Medical library
8. Radiology

FREEMAN, ALLAN

1. Social work
2. 4BS (Nsing.)
3. Renal dialysis
4. Mental hygiene
5. 3BS (Nsing.)
6. Respiratory therapy
7. Radiology
8. Endocrinology (res. lab.)

HODGE, SUE

1. 4AS (Nsing.)
2. Occupational therapy
3. Endocrinology (res. lab.)
4. Social work
5. Dental service
6. Radiology
7. 3BS (Nsing.)
8. 4BN (Nsing.)

DUNCAN, ZONYA

1. Infectious disease (res. lab.)
2. 3AS (Nsing.)
3. Occupational therapy
4. 4BS (Nsing.)
5. Renal dialysis
6. Social work
7. Medical laboratory
8. Medical clinics

GIBBS, CORTANCIE

1. Medical laboratory
2. Physical therapy
3. Pulmonary function lab.
4. Endocrinology (res. lab.)
5. 3AS (Nsing.)
6. Medical clinics
7. Occupational therapy
8. 4AN (Nsing.)

HUNTER, CARLA

1. G.I. laboratory (research)
2. Mental hygiene
3. 4AN (Nsing.)
4. Personnel
5. Medical clinics
6. Renal dialysis
7. Medical laboratory
8. 3AN (Nsing.)

"To care for him who shall have borne the battle, and for his widow, and his orphan." – ABRAHAM LINCOLN

APPENDIX F (CONT.)

HCA Assignments
July 18 thru July 21, 1977

Area	Student
Clinics	Carla Hunter
Corrective Therapy	Zeporia DeBarr
Dental	Karen Wade
"	Sue Hodge
Laboratory	Faye Thomas
"	Terry Orvin
Library	Teresa Blackburn
Medical Admin. (MRL)	Gwendolyn Brishbon
" " (Clerks)	Betty Chisolm
Nuclear Medicine	Tammy Jackson
Nursing (Ward) 2A	Elaine Barker
" " 3AN	Rosalie Bryant
" " 3AS	Cortancie Gibbs
" " 3BN	
" "	Alan Freeman
" " 4AN	Sheryl Jenkins
" " 4AS	Charles Saunders
" " 4BN	LaVerne Reid
" " 4BS	Juanita Joiner
" " 5AN	Easter Richardson
Occupational Therapy	Karen Widner
Personnel	Barbara Simpson
Physical Therapy	Linda Taylor
Psychology (Mental Hyg.)	Karen Lipscomb
Pulmonary Function Lab.	Darlene Middleton
Radiology	Donette McBeth
"	Helisa Belton
Renal Dialysis	Zonya Duncan
Research (Endocrine)	Sheila King
" (G.I. Lab.)	Jennifer Mackinem
" (Infect. Dis.)	John Murray
Respiratory Therapy	Martha Sanders
Social Work	Frederick Lamar
" "	Josephine Wigfall

VETERANS ADMINISTRATION
HOSPITAL
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CHARLESTON, S.C. 29403

IN REPLY
REFER TO:

APPENDIX F (CONT.)

TO: Harriet Dreher
(Title)

FROM: Edward McGrory
(Title)

RE: HCA students assigned to Physical Therapy

As you know, the V.A. Hospital is working with Trident Technical College to offer a health careers program this summer. Below is a list of students who will rotate through your service. If any problems arise, contact the program director, Keith Samuels, at extension _____.

	WEEK OF	Student
1.	6-20	Sheryle Jenkins
2.	6-27	Allan Freeman
3.	7-4	Jennifer Mackinem
4.	7-11	Sheila King
5.	7-18	Linda Tayler
6.	7-25	Betty Chisolm
7.	8-1	Karen Lipscomb
8.	8-8	Elaine Barker

"To care for him who shall have borne the battle, and for his widow, and his orphan." – ABRAHAM LINCOLN

COURSE OUTLINE FOR AHS - 101

1st Week

M-testing
T-testing
W-F - Review of First Aid & Anatomy & Physiology

2nd Week

M-The hospital team
T-The U.S. Health Care System
W-Hospital Organization
Th-Careers in Preventive Health Fields
F-Careers in hospital administration

3rd Week

M-Fundamentals of patient care
T-Licensed Registered & Certified Jobs
W-Requirments & duties of careers of physicans & nurses
Th-Occupational & Physical Therapy
F-Quiz

4th Week

M-Holiday
T-Respiratory System & Careers in Respiratory therapy
W-Radiology & Anesthesiology
Th-Requirements & Careers in Dentistry
F-Pharmacy & Veterinarian Medicine

5th Week

M-Lab tech-urinalysis & Hematology
T-" " Pathology & Cytology
W-Applications &results of lab tests
T-Nutrition & Careers in Dietitics
F-Hospital occupation not directly related to patient care

6th Week

M-ENT and Ophthalmology
T-Physiology of the Reprod. sys.
W-Pregnancy & Contraception
Th-Birth, Child Care, & Child Abuse
F-Quiz

7th Week

M-Heart Disease & Stroke & related careers
T-EKG, taking BP, & Hypertension
W-Digestive sys. & related disorders
Th-Clinic to teach class to take BP & Pulse
F-Diabetes

8th Week

M-Cancer
T-Nervous System, EEG and related careers
W-Nerosis & Psychosis
Th-Careers in Mental Health
F-Depression & attitudes of hospital patients

9th Week

M-Social Work
T-Quiz
W-Evaluation & Wrap-Up
T- " " "
F-Banquet

JULY

APPENDIX G

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 Physician's Assistant	
	4 HOLIDAY	5	6 Nurse Anesthetist Nurse Clinician	7	8 Dental Assistant Dental Lab Technician Dental Hygiene	
	11 Public Health (RN) Nurse Midwife	12	13 Tour of Electron Microscope Labs	14	15 Hospital Personnel Medical Records Librarian	
	18 Ophthalmic Technologist Ophthamologist	19	20 Audiologist	21	22 Child Abuse	
	25 Death & Dying (Psy. Team)	26	27 Heart/Lung Technician Renal Dialysis	28	29 Lead Poisoning Program Poison Control Center	

ORIENTATION TO
HEALTH CAREERS AWARENESS PROGRAM
JUNE 13, 1977

9:00 to 9:30AM - Program Registration*

9:30 to 10:30AM - Welcome and Introductions
Mr. T. R. Gaetke
Assistant Chief, Voluntary Services, V.A.H.

a) Mr. J. Fred Hoefer, Jr.
Director, V. A. Hospital

b) Ms. Mary Jolley
Vice-President for Development,
Trident Technical College

c) Mr. Edward J. McGrory
Director, Voluntary Services, V.A.H.

d) Ms. Sara D. Williams
Acting Associate Chief for Education,
Nursing Service, V.A.H.

e) Mr. Keith T. Samuels, Jr.
Project Director

10:30 to 11:00AM - V. A. Film

11:00 to 11:30AM - American Red Cross Orientation
(and fill out forms)
Mrs. David S. Goldberg

11:30 to 12:00N - Tour of hospital

*Auditorium of V. A. Hospital

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Trident Technical College Charleston, South Carolina 29411
Post Office Box 10367
Telephone 553-2375 (803)

APPENDIX G

CONFIRMATION LETTER TO SPEAKERS (SAMPLE)

Dear Dr. Reigart:

As I described in our telephone conversation earlier this week, the Health Careers Awareness program is designed to help high school students make better decisions about careers in the health field. As part of the overall program, we are asking a number of health professionals to speak to the students about their profession. I feel that you are better able to explain your work than I am.

With this background I would like to ask you to speak to our students on Friday, July 28 at 10:00 a.m. There is no set format for these discussions, and you are free to be as informal as you choose to be. The sort of things that would be of interest are:

1. educational requirements
2. what you do (daily)
3. likes and dislikes
4. salary range, and
5. opportunities for advancement

If you have any questions concerning this matter, please give me a call at the V.A. Hospital. Thanks for your help.

Cordially,

Keith T. Samuels

APPENDIX H

PRINTING SCHEDULE

	START	FINISH	TOTAL TIME REQUIRED
Offset/Mineograph			
Project Summary	11-21	12-21	4 weeks
Application Forms	11-21	12-7	2 weeks
Admissions Form Letters	11-21	12-21	4 weeks
Pre & Post Test	3-1	4-1	4 weeks
Evaluation Forms	5-1	6-1	4 weeks
Form Letters to Speakers	5-1	6-1	4 weeks
Program for Orientation	4-1	5-21	7 weeks
Follow-up Questionaire	7-1	8-15	6 weeks
Printing			
3-ring Binders	10-1	3-1	5 months
Certificates	3-1	4-30	2 months
Recruitment Posters	10-1	2-15	4.5 months
Luncheon Invitations	5-15	7-7	7 weeks

ORDERS (all by November)

Testbooks

Standarized Tests

Films

Uniforms

APPENDIX I

SAMPLE ORIENTATION SCHEDULE

Registration

- Pick up name tag
- Assign textbooks
- Give out 3-ring binders
- Pick up program
- Complete/check forms
- Assign parking decals

Speakers

- College Administration
- Hospital Administration (Director, Nursing, Education)
- Program Director

Refreshments

Film

- Horizons unlimited

Tour

Skin Testing

Assign uniforms & name tags

Name_____ Sex_____ Age_____ Race_____

High School_____ Last Year Completed_____

Previous experience in hospital setting_____

	SA	A	N	D	SD
Jobs in medical laboratories are almost always held by women.	6	0	21	56	18
High school biology is not very important for a person interested in the various dental related careers.	6	9	12	29	44
Physical therapy is not an area in which women are able to do well.	3	3	0	47	47
Men are rarely accepted as dental hygienists.	6	15	18	38	23.5
Health careers that pay more than around $7000 require at least a four-year college education	9	23.5	35	26	6
Food services offers well-paying careers.	0	29	50	18	3
Men tend to be promoted more rapidly than women in the health field.	9	29	26	26	9
A person must live near a hospital to work in most health careers.	6	0	6	23.5	
Nursing is a woman's profession	6	9	12	41	32
The best jobs in the health professions always go to men.	3	6	6	38	47
A person has to know about chemistry to do well in a post-high school program to train x-ray technicans.	3	38	26	32	0
A registered nurse is at the top of ladder in the nursing field.	15	35	18	21	12
The demand for health workers is beginning to decrease.	9	15	12	18	47
Physical therapy and respiratory therapy require a working knowledge of physics.	12	21	56	21	6
A good background in math is essential for a career in nursing	26	32	26	12	3
It is not very useful to take biology in high school if I want to enter a career in medical laboratory.	9	3	6	53	44
Most medical lab workers spend their day using a microscope.	9	26	29	32	3
Most allied health careers requiring less than a four year degree are routine and dull.	9	3	21	35	32
To work in medical research a person would have to have a Ph.D. or M.D.	15	23.5	32	23.5	6
Dental laboratory technicians do not work under the direct control of a dentist.	6	18	32	29	15

TRUE - FALSE

	T	F
An anesthesiologist must be a licensed medical doctor	62	38
Orthodontics, Endodontics and Periodontics are specialized fields of medical doctors.	79	21
The job of Dental Assistant requires 4 years of training after high school.	35	65
A cystotechnologist studies a patient's past history in order to assess his previous nutritional status, so that possible correlations can be made between disease and past nutrition.	62	38
Chiropractors are licensed medical doctors.	76	24
Hematology is the study of body tissues.	41	59
A Bachelor of Science degree in occupational therapy requires 4 years of past high school education and the passing of a national registration examination.	50	50

		T	F
.	An Optometrist is a medical doctor who examines and performs surgery on eyes.	85	15
.	Physical therapy restores movement or function to to patient's bodies.	91	9
.	An EEG, Electroencephalogram, is recorded by a qualified EEG technician in order to help to assess the functional ability of the heart.	74	26
.	Radiology Technologists prepare and read x-rays.	74	26
.	A Podiatrist specializes in the treatment of small children.	44	56
.*	The job of Dietary Aide does not require special education or training.	21	76
.	An EKG, Electrocardiograph technician produces an accurate and high quality electrocardiogram, and interprets the results of that procedure.	76	24
.*	All physicians in this country are required to have completed a Doctorate of Medicine program that is accredited by the American Medical Association, therefore they do not necessarily have to be licensed by the state in which they practice.	32	65
.	A medical technologist requires 4 years of post-high school training, and many states require them to be licensed in order to practice.	76	24
.	A person must have earned a Bachelor's degree from a college in order to be qualified for a job as a Dietetic technician.	38	62
.	An audiologist specializes in treatment for those with eye problems.	18	82
.	Each state is responsible for the licensing or registering as health workers in certain occupations or professions.	9	91
.	A clinical psychologist generally administers various tests to indicate a patient's present level of psychological functioning, so that it can be used by the psychiatric team in treatment.	74	26
.	A person must have at least 2 years of schooling in medical techniques and terminology from an accredited school in order to get a job as a ward clerk.	59	41
.*	A psychiatric social worker is allowed to prescribe drugs such as allgsurinol in order to help alleviate some of the symptons of a depressed patient.	26	71
.	A psychiatrist deals in problems related to mental & emotional health	97	3
.*	The Red Cross International headquarters are located in Miami, Florida.	32	62
.	The physicians assistant should be able to complete a thorough history and physical exam on patients for the physican, thus enabling the physican to spend more time on actual treatment.	79	21
.	An Ophthamologist can specialize in treatment of the eye without a degree of doctor of medicine.	35	65
.	To become a veterinarian one must attend three years of college work plus four years of veterinarian medicine.	50	50
.	Federal money cannot be used to develop programs pertaining to health education in most states.	26	74
.	Medical technologists use the telescope to search out organisms and changes in cells.	53	47
.	The public health nurse is a registered nurse who has completed a course in public health nursing.	82	18

* Not all students answered this question.

APPENDIX J

ORIENTATION CHECK LIST

Media notified (& PIO confirmed)

Students notified of

- Date
- Location
- Time __til__
- Parking
- Dress
- Bring_____

Name tags (paper) ready

Program handout ready (agenda)

Speakers confirmed

Room (s) scheduled (and set up)

PA system checked

Refreshments ready

- doughnuts
- Coffee/punch/juice
- cups & napkins

Forms ready (pencils available)

Audio visual equipment scheduled

- slide projector
- 16mm projector
- screen
- tape recorder

TB Skin testing scheduled

Hospital tour arrangments complete

- staff briefed
- guides assigned/briefed

Uniforms available

Name tags (permanent made

3-ring binders & textbooks ready to be checked out

Clean up arrangments complete

Parking available

Photographer confirmed (college)

Received

Send
Package #1

Package #1
Returned
to
Program

Return #1
with
Directions

Is it Complete? NO

Yes

Send
Rejection
Letter

Decide
Admission

Accept

CLOSE
FILE

Send
Package #2

Package #2
Returned
To Program

Return #2
with
Directions

Is it Complete?

Yes

Send
Package #3

Send
Package #4

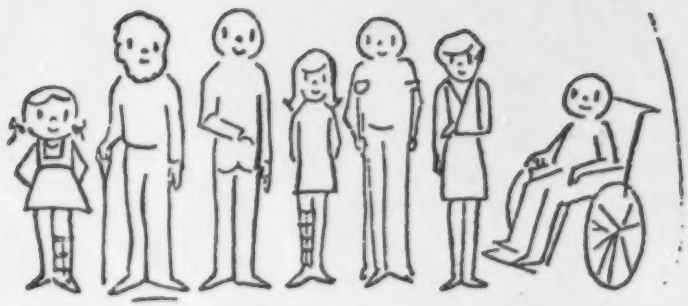
FILE COMPLETE

Admissions Procedure
Flow Sheet

Figure 2

1977 PROGRAM STAFF

Mr. Keith T. Samuels, Jr., Project Director
Mr. Ted R. Gaetke, Clinical Coordinator
Ms. Lyn S. Hufziger, Instructor
Mr. Ken R. McGrory, Instructor



WELCOME TO THE HEALTH CAREERS AWARENESS PROGRAM

SPONSORED BY

TRIDENT TECHNICAL COLLEGE

AND

CHARLESTON VETERANS ADMINISTRATION HOSPITAL

89

Welcome to Health Careers Awareness. You are entering a program sponsored by Trident Technical College and designed to inform the participants of the range of career opportunities available in the health field.

The program consists of nine weeks of classroom, clinical, and field experiences. There will be speakers from the community as well as involvement in activities designed to inform the student of the numerous ways health careers relate to daily life. The student will have the opportunity to learn about these fields via actual participation at the student/volunteer level. The student will spend approximately 350 hours in the course activities on a five-day-a-week schedule, 9:00A.M. to 4:00 P.M.

The student will be graded on both participation in the entire program and demonstrable knowledge and skills.

As a student in H.C.A. you will wear the American National Red Cross official uniform. It can be purchased at most uniform shops or contact the Red Cross office at 577-7830. Shoes must be quiet and comfortable. They do not have to be official duty shoes but can not be sandals. The uniform must be worn from the first day to the last.

Prior to the first day the student must have had a P.P.D. skin test done at the Charleston County Health Department and bring the verification that is issued when the test is read.

Minimal locker space is available at the hospital for use while in the clinical area. The lockers will be opened by the instructors on arrival and again at the completion of the clinical time daily. The student must carry only what is absolutely necessary to the hospital since there is only minimal space and several students will share a small locker.

The hospital has ample restroom facilities for volunteers outside the auditorium.

Lunches are the responsibility of the student. An hour is allotted between class and clinical times to allow adequate time to eat off campus and report to class or duty promptly.

The student is expected to report to the assigned area of duty at the designated times and remain there unless otherwise instructed. Absences are acceptable only on an emergency basis and according to the individual case.

Since the student is treated as an employee, the hospital will only relay emergency messages or emergency phone calls.

You will be instructed as to the availability of parking by your instructor.

APPENDIX L

HCA Program - 1977

Schedule for Tuesday, June 14, 1977, 12:30 - 3:30 PM
(Meet in Auditorium at 12:30 PM)

Name	Area	Staff Supervisor
Gwendolyn Brishbon	3BS	Ms. Oliver, RN (Ken McGrory will
Elaine Barker	"	" " " supervise the first
Rosalie Bryant	3AS	Ms. Benson, RN 3 groups.)
Helisa Belton	"	" " "
Betty Chisolm	MAS	Mr. McWilliams
Teresa Blackburn	"	" " "
Sheryl Jenkins	4BN	Ms. Bennett, RN
Zeporia DeBarr	"	" " "
Faye Thomas	5AN	Ms. Brown, RN
Tonya Duncan	"	" " "
Josephine Wigfall	"	Ms. Joy, RN
Willie Freeman	"	" " "
Cortancie Gibbs	PAD	Mr. Nestler, Mr. Majors
Carla Hunter	"	" " " "
Tammy Jackson	"	" " " "
Juanita Joiner	Escort	Ms. Mack
Shelia King	"	" "
Frederick Lamar	"	" "
Karen Lipscomb	"	" "
Jennifer Mackinem	"	" "
Darlene Middleton	"	" "
Terry Orvin	**Tour	Mrs. Hufziger
Easter Richardson	"	" "
Martha Sanders	"	" "
Charles Saunders	"	" "
Linda Taylor	"	" "
Veronica Taylor	"	" "
Karen Wade	"	" "
Karen Widner	"	" "
Gloria DeSaussure	"	" "
LaVerne Reid	"	" "
Donett McBeth	"	" "
John Murray	"	" "

** Tour:
1:00-1:30 Dental Clinic, Dr. Warren Smith
1:30-2:15 Laboratory, Harry Mesic
2:15-2:30 Break
2:30-3:00 Renal Dialysis, Dr. Brian Smith
3:00-3:30 Social Work Service, Larry Hays and Monica Reid, in Auditorium.

HCA Program - 1977

Schedule for Thursday, June 16, 1977, 12:30 - 3:30 PM

Name	Area	Supervisor
Gwendolyn Brishbon	**Tour	Mr. McGrory or Mrs. Hufziger
Rosalie Bryant	"	
Betty Chisolm	"	(Tour the same as Tues. & Wed.)
Sheryl Jenkins	"	1:00-1:30 Dental
Faye Thomas	"	1:30-2:15 Laboratory
Josephine Wigfall	"	2:15-2:30 (Break)
		2:30-3:00 Renal Dialysis
		3:00-3:30 Social Work (in Auditorium)
Helisa Belton	4BS	Head Nurse

Thre rest of the students will meet with HCA Staff & Mrs. Goldberg and complete the following:

1. Have TB tests "read" that were given on Tuesday.
2. Have chest X-rays taken in Radiology (break into groups of 6 or 7).
3. Correct and complete all applications (VA and TTC).
4. Receive name tags. (Have Paul Bergstrand make them.)
5. Discuss the program thus far. List preferences (areas of interest) for assignments the following weeks.
6. Before dismissal, have all students go to their areas of assignment for next week so that they know for certain where they will go and who their supervisor will be. (Also remind them that they will meet at the VA Auditorium Friday morning for class. They should have their TB Tests read (those that had test Wednesday) that morning.

APPENDIX M

AHS 100 - HOSPITAL
ORGANIZATION & PROCEDURES

COURSE OUTLINE

I. Introduction

A. An overview of Health

B. The Health Care System

C. The Hospital

D. The Health Care Team

II. Health Professions (in Hospitals)

A. Administrative

B. Physicians and Extenders

C. Nursing Services

D. Laboratory Services

E. Dental Services

F. Patient Support Services

III. Fundamentals of Patient Care

A. The Patients - what they need

B. Meeting Patients' Needs

C. The Patients - who they are

D. Children and Adolescents in Hospitals

IV. Moral Responsibilities of Health Workers

Trident Technical College Charleston, South Carolina 29411
Post Office Box 10367
Telephone 553-2375 (803)

August 31, 1977

Mr. Cortland Bassett
Associate, Physicians Assistant Program
College of Allied Health Sciences
Medical University of South Carolina
171 Ashley Avenue
Charleston, South Carolina 29403

Dear Mr. Bassett:

The 1977 session of the Health Careers Awareness Program has been successfully concluded and I have had time to study the students' evaluations of their experiences. Without question, one of the best components of the program was the series of guest speakers.

As one of those speakers, you have made a significant contribution to the success of the Health Careers Awareness Program and on behalf of the students and staff I want to thank you for your interest in the young people of our community. I appreciate your taking time from your busy schedule to help in a program which bears such intangible results.

I hope that you share with the staff and me the warm satisfaction of knowing that you have helped approximately thirty high school students in their difficult task of deciding what they ought to do with themselves in the world of work.

Thank you again and I hope that we may call on you next year.

Sincerely,

Keith T. Samuels, Jr., Director
Health Careers Awareness Program

KTS:lbp

***** SAME LETTER SENT TO ALL ON ATTACHED LIST.

1977 HEALTH CAREERS AWARENESS PROGRAM
GUEST SPEAKERS

Cortland Bassett
Associate, Physicians Assistant Program
College of Allied Health Sciences
M.U.S.C.
171 Ashley Avenue
Charleston, S. C. 29403

Ray Blouin
Recruiter
Trident Technical College
Post Office Box 10367
Charleston, S. C. 29411

Ron Duval
Program Director, ECT Program
College of Allied Health Sciences
M.U.S.C.
171 Ashley Avenue
Charleston, S. C. 29403

Rosemary Ford
Clinical Specialist, Nursing Service
Veterans Administration Hospital
109 Bee Street
Charleston, S. C. 29403

Bill Greene
Department of Pathology
MUSC
171 Ashley Avenue
Charleston, S. C. 29403

Edward R. Hicks
Anesthesia for Nurses Program
College of Allied Health Sciences
MUSC
171 Ashley Avenue
Charleston, S. C. 29403

Pat Hutto
County Health Department
334 Calhoun Street
Charleston, S. C. 29401

Ms. Rhonda Karelitz
Dental Hygiene Program
College of Allied Health Sciences
MUSC
171 Ashley Avenue
Charleston, S. C. 29403

Miss Felice Levine
Didactic Coordination, Dental Assisting Program
College of Allied Health Sciences
MUSC
171 Ashley Avenue
Charleston, S. C. 29403

George Mack
Educator, Outreach Developer
Chas. Model Sickle Cell Program
Room 219, Castle Pinckney
MUSC
171 Ashley Avenue
Chas., S. C. 29403

Edward J. McGrory, Jr., M. D.
Storm Eye Institute
MUSC
171 Ashley Avenue
Chas., S. C. 29403

I. S. H. Metcalf Ph.D.
Department of Anatomy
MUSC
171 Ashley Avenue
Chas., S. C. 29403

Tom Mulvey
Specialist, Personnel Service
Veterans Administration Hospital
109 Bee St.
Chas., S. C. 29403

Routt Reigert, M. D.
4th Floor Pediatrics
Clinical Science Building
MUSC
171 Ashley Avenue
Chas., S. C. 29403

C. A. Schoper, Ph.D.
Chief, Psychology Service
Veterans Administration Hospital
109 Bee Street
Chs., S. C. 29403

Chaplain John Schafer
Chaplain Service
Veterans Administration Hospital
109 Bee Street
Chs., S. C. 29403

Darlene Shaw, Ph.D.
Psychology Service
Veterans Administration Hospital
109 Bee St.
Chas., S. C. 29403

Bill Simpson, M. D.
Department of Family Practice
MUSC
171 Ashley Avenue
Chas., S. C. 29403

Ensign Dan Speece
Ward 7A
Naval Regional Medical Center
Chas., S. C. 29408

Ken Thomas
158 St. Andrews Blvd.
Chas., S. C. 29407

Ms. Evelyn Tomlinson
Program Director, Opthalmic Technician Program
Storm Eye Institute
MUSC
171 Ashley Avenue
Chas., S. C. 29403

Bob Williams
Director, Dental Technology Lab
College of Allied Health Sciences
MUSC
171 Ashley Avenue
Chas., S. C. 29403

1977 HEALTH CAREERS AWARENESS PROGRAM
GUEST SPEAKERS

Cortland Bassett
Associate, Physicians Assistant Program
College of Allied Health Sciences
M.U.S.C.
171 Ashley Avenue
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Chas., S. C. 29403

Trident Technical College Charleston, South Carolina 29411
Post Office Box 10367
Telephone 553-2375 (803)

August 4, 1977

Rev. & Mrs. Nathaniel Belton
2009 Boyle Avenue
Charleston Heights,
South Carolina 29405

Dear Rev. & Mrs. Belton:

On behalf of Trident Technical College, I invite you to attend a luncheon to honor the students who are participating in this year's Health Careers Awareness Program.

The luncheon will be held on Friday, August 12, 1977, at 1:00 p.m. in the auditorium of the Charleston Veterans Administration Hospital. Dr. Ernest Hardaway, Health Financing Administration, Washington, D.C. will speak to the students and their guests about the general area of health care and health careers.

Trident Technical College has a firm commitment to help young people make realistic career decisions. I hope that by working together this summer, we have helped your daughter move a step closer toward a career decision which will result in a rewarding and challenging involvement in the world of work.

I appreciate your support for the Health Careers Awareness Program, and I look forward to meeting you on Friday, August 12.

Sincerely,

Richard L. Waldroup, Jr.
President

RLWjr:lbp

VA HOSPITAL

HEALTH CAREERS AWARENESS PROGRAM

June 20, 1977 - August 12, 1977

SOCIAL WORK SERVICE

Rotation Schedule

Monday	12:30 - 2:00	Mary Staples - Dialysis
	2:00 - 3:00	Marion Smith - 3AS
	3:00 - 3:15	Break
	3:15 - 3:45	Blanche Perlitz - Office Operations
Tuesday	12:30 - 1:15	Gary Greene - Outpatient
	1:15 - 2:30	Monica Reid - Patient Government
	2:30 - 2:45	Break
	2:45 - 3:45	Blanche Perlitz - Office Operations
Wednesday	12:30 - 1:15	Gretchen Buran - Mental Hygiene Clinic
	1:15 - 2:15	Gayle Newcomb - 4AN
	2:15 - 2:30	Break
	2:30 - 3:00	Gretchen Buran - MHC
	3:00 - 3:45	Blanche Perlitz - Office Operations
Thursday	12:30 - 1:30	Gary Greene - 2A
	1:30 - 2:00	*TBA
	2:00 - 3:00	Mary Thrailkill - 4BS
	3:00 - 3:15	Break
	3:15 - 3:45	Blanche Perlitz - Office Operations

* to be announced

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TRIDENT TECHNICAL COLLEGE/VETERANS ADMINISTRATION HOSPITAL

EVALUATION OF HEALTH
CAREERS AWARENESS PROGRAM

SERVICE _____ DATE _____

NAME _____ TITLE _____

Did the students assigned to you perform satisfactorily? _____

What activities/tasks were the students allowed to do? _____

Did the students seem interested in their work? _____

How can the program staff better inform your service about the program? _____

How can the program better utilize your service to teach about Health Careers?

(Over)

How would you improve the program?_____

What is your overall opinion of the program?_____

APPENDIX P

STUDENT EVALUATION OF
THE HEALTH CAREERS
AWARENESS PROGRAM

AUGUST 1977

In an effort to improve the program, we would like to have you answer several questions about the various activities in which you recently participated. We will use this information so read each question carefully then answer it completely. If you do not understand any of the questions, ask your teacher for an explanation.

1. How did you learn about the program? _____

_____

_____

2. Was the program what you expected? If not, explain. _____

_____

_____

_____

_____

3. How has this experience helped you make up your mind about the future?

_____

_____

_____

_____

4. Was arranging transportation a problem? If so, how did you solve your problem? _____

_____

5. Of all of your clinical rotations which you were assigned, which did you enjoy most? _____

6. Which did you enjoy least? _____

7. Did you find the hopital staff to be courteous, pleasant, and willing to answer your questions? _____

8. Did the orientation give you all of the information you needed before you started your clinical rotations? _____

9. How could the orientation be improved? _____

_____

_____

_____

10. What are your suggestions for improving the clinical rotations?

_____

_____

_____

_____

11. Explain how the classroom instruction was/was not beneficial to you.

_____

_____

_____

_____

12. Were the textbooks appropriate for the course? _____

13. Did the speakers provide you with helpful career information?

_____

14. How did the speakers change your attitudes about patients and hospitals?

_____

_____

APPENDIX Q

TRIDENT TECHNICAL COLLEGE
HEALTH CAREERS AWARENESS PROGRAM

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____

ADDRESS _____
(STREET, P.O. BOX, OR RFD)

_____
CITY or P.O. COUNTY STATE ZIP

HEIGHT _____ WEIGHT _____ SEX: _____ MALE _____ FEMALE _____ UNIFORM SIZE _____

DATE OF BIRTH _____ AGE _____
(MO) (DAY) (YR) (IN YEARS)

HOME PHONE _____ PARENTS' NAME _____

NAME OF HIGH SCHOOL _____

NAME OF GUIDANCE COUNSELOR _____

LAST GRADE COMPLETED _____ HOW DID YOU LEARN OF THIS PROGRAM _____

HAVE YOU WORKED IN A HOSPITAL BEFORE? _____ HOW? _____

LIST ALL SCIENCE COURSES TAKEN IN HIGH SCHOOL & GIVE GRADE AWARDED:

_____

_____

_____

_____

_____

GIVE NAMES AND ADDRESSES OF TWO TEACHERS AS REFERENCES:

_____

_____

ON BACK OF APPLICATION, WRITE A PARAGRAPH EXPLAINING WHY YOU ARE INTERESTED IN THIS PROGRAM.

15. How would you add to, or change, the series of speakers you heard this summer? _____

_____

_____

_____

16. Write a summary of your experience in the program, giving specific examples. (If more space is required, write on the back of this page.)

_____

_____

_____

_____

_____

_____

_____

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_____

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_____

_____

_____

_____

_____

TRIDENT TECHNICAL COLLEGE

This is to certify that

_____

has successfully completed the

Health Careers Awareness Program

_____ thru _____

_____ _____

Director President